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ABSTRACT

The objectives of the Tacoma (Washington) Public Schools' 5 year, K-12 values education program were to familiarize teachers with the theories of moral/ethical education, develop or identify appropriate curriculum materials, train teachers to use these materials, and evaluate the program. Participating were 244 language arts, social studies, health, and humanities teachers. Teacher workshops were conducted, published materials were evaluated, and teaching units, games, and guidebooks were developed and used. Program evaluation techniques included pre- and posttests for students, writing samples, video tapes of teaching sessions, classroom observations, and interviews with teachers and principals. Student outcomes appear generally favorable but remain tentative due to the experimental nature of the testing instruments and the lack of uniformity in what teachers were actually doing in the classroom. There is evidence to indicate that values education became a more visible concern in the school and community. Appendices contain samples of student and staff testing, newspaper clippings, budget statements, workshop documents, reprints, and a bibliography. (RM)

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The Ethical Quest in a Democratic Society

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A program in Moral/Ethical Education 1975-80.

FINAL EVALUATION REPORT

Established cooperatively by
National Endowment for the Humanities,
Office of the Washington State
Superintendent of Public Instruction,
and the
Tacoma Public Schools

(Funded in Part by the National Endowment for the Humanities)

SO 014 482

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November 1980

PREFACE

The following real-life story portrays as vividly as any statement made during the past five years of Tacoma's Ethical Quest program, the essential ingredients involved in moral behavior. The story was first told by the late Jacob Bronowski, mathematician-scientist-philosopher, in an essay entitled "A Moral for an Age of Plenty," first printed in the Saturday Evening Post, 233, No. 20, November 1960. It is reported here as printed in Models of Moral Education: An Appraisal, by Richard H. Hersh, John P. Miller and Glen D. Fielding, Longman Inc., 1980.

> . . .Jacob Bronowski tells the story of Louis Slotin. Slotin's tale reveals in dramatic form the common anatomy of morality, which all models of moral education seek to uncover.
>
> Slotin was a nuclear physicist who worked in the laboratories at Los Alamos to help develop the atomic bomb. In 1946 he was conducting an experiment in the lab that required assembling pieces of plutonium. He was nudging one piece toward another, by tiny movements, in order to ensure that their total mass would be large enough to make a chain reaction, and he was doing it, as experts are prone to do such things, with a screwdriver. The screwdriver slipped, and the pieces of plutonium came a fraction too close together. Immediately, the instruments everyone was watching registered a great upsurge of neutrons, which was the sign that a chain reaction had begun. Radioactivity was filling the room.
>
> "Slotin moved at once," Bronowski reports. "He pulled the pieces of plutonium apart with his bare hands. This was virtually an act of suicide, for it exposed him to the largest dose of radioactivity. Then he calmly asked his seven co-workers to mark their precise positions at the time of the accident in order that the degree of exposure of each one to the radioactivity could be fixed."
>
> Having done this, and having alerted the medical service, Slotin apologized to his companions and said what turned out to be exactly true: he would die and they would recover.
>
> In Slotin's response we see in heroic proportions what morality is ordinarily made of. We see, first, an uncompromising sense that other people matter, an unconditional concern for preserving individual life and welfare. We see, too, a finely honed ability to size up a stiuation impartially and accurately, a tested capacity for systematic thought. Finally, we witness the courage to act. Slotin did not merely feel compassion and think efficiently; he separated the plutonium.

Morality, as Slotin's case suggests, depends on the orchestration of humane *caring* objective *thinking* and determined *action*. Consider what would have happened in that lab if Slotin had expressed only one or two of these three faces of morality. If he had possessed the cool knowledge and quick intelligence of the scientist, but had felt nothing for his co-workers, how "moral" would his response have been? On the other hand, had he been unable to assess the problem rationally, how effective would his caring have been? And, however magnanimous his motives and logical his reasoning, what would they have amounted to if he had failed to act? *Morality is neither good motives nor right reason nor resolute action; it is all three.* (Italics are mine.)

Justice William O. Douglas.

Minnesota Historical Society

—— MILESTONES! Two Hundred Years Of American Law

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FOREWORD

The City of Tacoma, its students, teachers and citizens have been the beneficiaries of a five year program titled, The Ethical Quest in a Democratic Society. This program has been funded largely with tax dollars distributed through the National Endowment for the Humanities, an agency of the federal government. Its impact, at first considered controversial in the minds of a few, settled later into a program some reported to be almost invisible, "the best kept secret in the school district."

What the program has really been to this community is probably best reported by those this program attempted to train to teach in a new manner. Their comments are reported throughout this report. Basically, values or moral/ethical education has sought to encourage children and youth, educators and parents, and citizens at large to think more thoughtfully, and skillfully, about values in society--where we seem to be today, where we might like to be in the future, and how do we enhance our capacity to behave more ethically and morally. The program has attempted to look at the value questions imbedded in ourselves, in our homes, the community and the world culture of which we are an inseparable part.

Some of the ethical issues identified were found to be routine, daily choice situations we all have to make and that carried with them rather minor consequences. Other problems faced were unbelievably huge, complex and controversial--some with unknown ramifications and others carrying a threat of terrifying consequences. The teachers tackled the full range of moral and ethical problems. They spent long hours attending workshops, examining materials, developing and writing new teaching guides and practicing new teaching techniques.

After much effort had been put forth and many students had been exposed to new approaches on how to cope with value questions, the Ethical Quest teachers were interviewed and asked: "What (from the Ethical Quest project) has been most valuable, in your opinion, to/for your students? And for yourselves?" Here are some of their replies.

"We're personalizing children's education--increasing their involvement in their own education. We're placing the emphasis not on outcomes but on the thinking process. Do you think that's fair? What do you think you'd do?

What do you think the consequences will be?"

"Student self-esteem has improved. They see the dilemmas in their own lives. They see new alternatives to their own problems. They're seeing their own families more lovingly--and openly."

"The kids are more aware of value implications in their own everyday activities, and they can dissect them and still enjoy life."

"They recognize that there are different points of view about rules--they are now able to stand in other people's shoes and look at issues from other people's viewpoints. 'Life's not fair!'--it depends upon your point of view."

"There's an increased sense of honesty, of trust that we have now in this school. There's been a gain in mutual respect between kids and teachers."

"There is a greater respect for one another. Students are learning to interact on items of depth and importance. . .There is more listening to one another--more open challenge or confrontation without rancor or enmity."

"There is an increased openness; the students share their opinions--the trust level is up."

"Thinking--thinking beyond set parameters--a new experience students say. I hope they are becoming more ethical because they are thinking."

"Moral dilemmas cleared in our (teacher's) heads must have greater clarity in our pupils' heads."

"The moral dilemma technique has been a stimulator to think and read carefully, e.g., fiction may not be fact but truth. The students have learned to use literature in their own lives, to gain insight."

"My new skills to deal with moral issues has helped students to deal with moral issues in their life space. . . Students consider more alternatives, they're not just looking for the answer. . .They're learning to test their values on other people."

"It's been a great experience. It's changed and clarified my focus after twenty years of teaching."

This final evaluation of the Ethical Quest project and the selection of data reported herein are the work of the project evaluator. The role the evaluator assumed in this project the first four years was that of an observer, data gatherer, recorder and reporter, not that of a program developer or nurturer. The latter responsibilities were carried out during that period by the then Director, Dr. Paul J. Sullivan, and Resource Coordinator, Dr. Mary F. (Dockstader) Sullivan. They resigned from the Tacoma Public Schools and their respective positions with this project, two weeks before the close of the school year (1978-1979). They were not a part of this program during its final year of funding by NEH, 1979-80. Their report describing this project while they were involved is to be found in a separate document dated March 1980. Portions of that report are included here and are credited to them. The Sullivans' contributions to, and responsibilities for, the program's overall design, management, implementation and direction from 1975 to 1979, should not be overlooked or minimized.

The last year of the project, 1979-80, an additional role was assigned the evaluator, that of dissemination coordinator. The responsibilities for this additional role have included: expanding teacher involvement by conducting intensive training programs during the year; distributing teacher produced materials locally, statewide and nationally; holding workshops for all principals in the Tacoma District; speaking to various community groups; and handling the general managerial needs of the program during its final year of NEH funding.

Acknowledgement should be given Dr. Alexander Sergienko, former Superintendent, Tacoma Public Schools (1974-1979), and Dr. Frank B. Brouillet, Superintendent of Public Instruction, State of Washington, for the original initiative, encouragement and support given this project, The Ethical Quest in A Democratic Society.

Tacoma citizens who served on the Advisory Council to the Ethical Quest project are to be thanked for their support in behalf of the program. They and the Tacoma School Board gave added strength and encouragement in the early stages of the program.

The children and youth who were co-creators along with their teachers, of whatever good has come from this investment of time, energy and money, are to be thanked most of all for their talent, enthusiasm and conscientious effort. Without them the maintenance and improvement of our democratic society is not likely to be sustained. Our youth are the only next generation on which we can rely.

August, 1980

Leonard Wm. Holden, Ed.D.
Evaluator
TACOMA PUBLIC SCHOOLS

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Who is responsible for confused moral education?

EDITOR'S NOTE: Following is the 16th and last article in the "Courses by Newspaper"

5

E-10 Tacoma, Sun., Feb. 20, 1977 **The News Tribune**

Moral choices in contemporary society

Children toss parents onto the old-age scrap heap

EDITOR'S NOTE: This s the fifth of 16 articles the series, "Moral oices in Contemporary Society."

By DANIEL CALLAHAN

To one who recently ached the advanced age of 46, the rapidly approaching prospect of old ge is both entrancing nd terrorizing.

will be then loneliness, poverty and isolation.

Modern medicine must share part of the blame. It has become increasingly ingenious at keeping people alive, but has proven singularly unable to do anything about the kinds of lives people live.

If the gift of life is another ten years in a nursing home, is that pure gain? Is life on a machine a benefit?

onsider the job

charity of the

The News Tribune Tacoma, Sun., Feb. 6, 1977 D-4

Moral choices in contemporary society

The family fades as social teacher of the young

3

CHRISTOPHER LASCH

TOR'S NOTE: This third of 16 articles the series, "Moral ices in Contemporary ."

survival of any of human societ s on two

2

Moral choices in contemporary society

Fast-paced society complicates sexual relationships

Editor's note: This is the second of 16 articles in the series, "Moral Choices in Contemporary Society."

By JEAN LIPMAN-BLUMEN

Most 20th Century analysts forget that they are not the inventors of the moral dilemmas sur- The

Mass media, another outgrowth of technology, provide the knowledge, examples and value context within which relationships grow. The incubation period for intimacy thus has decreased drastically, and often we find ourselves catapulted into seemingly intimate relationships before we are "ready."

we are to which we do this is one measure of our own humanity.

While we may be mature in years, sexual maturity is a long, complicated process not systematically linked to physiological and chronological development.

In fact, in modern societies, the individual's sexual self is the least and last explicitly developed dimension of self.

THE social

The News Tribune Tacoma, Sun., Jan. 30, 1977

of "conver

AN OVERVIEW

THE NEED

In recent years the political, socioeconomic, scientific, communication and entertainment strata of our society have brought some new, powerful forces to bear on the schools and educators in the United States. The results of the Watergate scandal, the illegal compaign contributions and bribery of foreign governments by large corporations, the abuse of society by some labor unions (and of some unions by society), the amoral behavior of some large multinational conglomerate corporations, the moral questions raised by the abortion issue, genetic engineering, "pulling-the-plug" medical decisions, the impact on values of televison for all ages, especially children and youth, the changing sex mores, the enormity and lethal potential of nuclear energy in peace or war,--just to name a few--have presented human beings and educators in particular with huge, new, perplexing questions needing much interpretation, management and/or control. These problems range from the very personal to issues that affect the survival of the human species, and possibly all life on earth. The speed and pervasiveness of changes occurring today and the resulting breakdown of the older, more traditional values in our society have moved some citizens to ask the schools to take a stronger role in educating our children and youth in moral and ethical behavior.

Other citizens have seen declining test scores as evidence that schools are failing to do their job. They have blamed the schools for the lack of discipline in our children and youth. Frustration over these and other issues led some citizens to initiate compaigns to defeat school tax levies. Others called for a curriculum shift, "Back to the Basics." Still other citizens asked legislatures and school boards to initiate stricter accountability systems to monitor and control what the schools teach and to measure how well the students learn.

As a result of these public concerns the Tacoma Public Schools, in cooperation with the National Endowment for the Humanities (NEH) and the Washington State Superintendent for Public Instruction, initiated a values education program entitled, "The Ethical Quest in a Democratic Society." This program was approved and funded by NEH in the fall of 1975.

OBJECTIVES

The Ethical Quest project established five major goals or objectives.

1. It sought to build a broad school and community support base for the program. This involved meetings with diverse community elements, e.g., religious groups, business and labor groups, professional people, the

media, etc. It involved acquainting many levels of personnel within the school district with the purposes, content and methods being considered for the program. It involved building interest and enthusiasm among the teachers and principals sufficient enough to attract some to join the project.

2. It sought to familiarize the cross-section of teachers entering the program, (Kindergarten through 12th grade) with the major theories of moral/ethical education or development. These included the inculcation approach, the cognitive moral development model, the scientific/analytical approach, the values clarification model, and the synergetic moral education (affect-action congruence) approach.
3. It sought to develop or identify appropriate materials to use in the program that were suitable for various ages and grades and that would imbed themselves in the traditional offerings of the curriculum. It was the intent of the project that the Ethical Quest not be an extra set of activities laid on top of already busy teachers.
4. It sought to develop teacher training plans, strategies and materials that could be easily disseminated to other interested educators.
5. It sought to identify and/or develop evaluative materials and procedures by which to measure and evaluate process and product outcomes of moral/ethical education. This was to include students' content knowledge in the humanities, ethical reasoning ability, cognitive skills development, affect and action outcomes.

METHODOLOGY

The Ethical Quest project used the following methods and procedures:

1. Since the fall of 1975, five major workshops were held for personnel selected for the program. A nine day workshop introduced the first group of teachers to moral education specialists such as *RALPH L. MOSHER*, Boston University, and colleague of Harvard's Lawrence Kohlberg, developer of the cognitive moral development theory; *JAMES SHAVER*, Utah State University analytical moral theorist; *PAUL NASH*, Boston University holistic, humanistic values theorist; *GAYLE KERNICK*, promulgator of the inculcation model espoused in the LAW IN A FREE SOCIETY program, a project sponsored by the state bar of California in cooperation with UCLA and numerous California school systems.

   The other three-day to three-week workshops held during the next three years to serve the original 23 staff and the additional 43 people who joined the project later, had repeat performances by several of the above-named consultants.

DR. DIANA PAOLITTO and *MURIEL and THOMAS LADENBURG*, experienced Boston area practitioners in moral education at the elementary and secondary levels respectively, gave demonstrations and consulted at two or more of these workshops. *DR. RICHARD HERSH*, Associate Dean for Teacher Education, University of Oregon, was another presenter at several workshops. In addition to consultants, numerous books, magazine articles, handouts and audio-visual materials were used to expand the theory base of Ethical Quest trainees.

2. The administrators for the Ethical Quest project spent many hours, especially the first year, providing information about the Ethical Quest project to various community groups. They worked closely with a citizens' advisory committee of twenty members who monitored the early stages of the project's development. Descriptive materials were made available to anyone requesting them. In addition, the administrators of the project made several presentations nationally at major educational conferences.

3. During the years of operation many individual and group work sessions were held with the Ethical Quest teachers--to evaluate published materials for possible use, to create their own materials tailored to individual school or class/age needs, to model teaching techniques for teachers in, and out of, the program, to video-tape class activities, and to discuss countless questions related to developing individual moral/ethical teaching units.

4. As each year's summer workshop aimed at the new group of teachers joining the project, came to an end, time was spent examining the "take" of that particular effort and what its impact was on the old and new staff attending the workshop. During the school year a common practice was for the director and/or resource coordinator to co-teach with teachers trying out new materials or ideas for the first time. Following a class session, self-evaluation and mutual evaluation were common practices encouraged throughout the project, the intent being to be of help to oneself now and greater help to others later.

5. Eleven classroom teacher guidebooks created by project participants and edited by the resource coordinator and director have been distributed broadly within the school district, the state and nation. There are six publications at the elementary level, two at the junior high and three at the senior high level. They are available upon request.

6. The fifth and final year of the project under NEH funding was devoted largely to broadened dissemination activities that introduced 178 additional teachers to values education curriculum and instruction materials, that informed all Tacoma School principals about the program and that sent hundreds of copies of published materials to interested people throughout the United States and abroad. In addition, presentations were made to a variety of local and state and national audiences during the final year.

EVALUATION

The evaluation component of the project made use of a wide variety of techniques for evaluation. Instruments used included: The Defining Issues Test, by Jim Rest, University of Minnesota; The Important Considerations Survey, by James Burnham, Ontario Institute for Studies in Education; Value Survey, by Milton Rokeach, Washington State University; Ethical Reasoning Scale, by Arthur P. Sullivan, Fordham University; the Piers-Harris Self Concept Scale, and several other pencil and paper tests. Pre- and post-test and experimental and control research designs were used. Where appropriate, t-tests for significance have been used. Mary (Dockstader) Sullivan's dissertation used analysis of variance statistics.

Writing samples were also collected. Video-tapes were made of several teaching sessions conducted at different grade levels and in different subject areas. Over one hundred classroom observations were made by the evaluator and each one summarized. Interviews were held with teachers in the Ethical Quest project and with principals of participating schools.

SUMMARY OF RESULTS

Sixty-six teachers participated in the Ethical Quest project one or more years. Fourteen withdrew later for personal or health reasons, because of transfers, disagreement with the program, or loss of job. An additional 178 teachers were introduced to the program the fifth and final year. The total of 244 teachers involved in values education represented all grade levels (K-12), all 15 junior and senior high schools, Tacoma's vocational-technical institute, and 37 of the 42 elementary schools. One parochial high school was also involved.

Teacher-made moral education instructional units were developed at several grade levels in one or more of four subject areas--language arts, social studies, health, and humanities. Some classroom games were designed and used. (See "Law Unit" volume.)

The director, resource coordinator and dissemination coordinator/evaluator published several papers and edited other materials as part of the dissemination process. They also made many public presentations, locally, regionally and nationally. (See activities reported on pp. 85-114)

Teacher training procedures and materials were developed in this project the first four years that later served to introduce the additional 178 teachers and almost all Tacoma principals to the values education theories and practices gathered by the Ethical Quest project.

Student outcomes as reported by pencil and paper tests used to collect these data appear generally favorable but remain tentative due to the experimental nature of the testing instruments available, the limited norming data reported to date, and the lack of uniformity in what teachers were actually doing in the way of moral/ethical education. Participating students were exposed to a variety of ways to cope with moral/ethical problems. They received considerable practice in role playing, weighing situations from other people's points of view, answering "why" questions, and "What if. . ." situations or alternatives. They also dealt with dilemmas, choosing the greater good, coping with rules, laws, conflicting regulations and duties, etc.

Observing these idiographic processes and responses, one noted frequently the shifts that took place as individual pupils moved from routine classroom behavior to more gut level, personally involved reactions of genuine concern. The latter behavior occurred on many occasions but it is a type of behavior we have not been very successful yet in quantifying or treating statistically.

During the fifth and final year of the Ethical Quest project the Tacoma Schools' Staff Development Council conducted a districtwide survey of inservice needs for all certificated staff. A finding of interest to this program was, of the ten major educational goals established by the State of Washington, teachers and administrators in Tacoma ranked second in importance the need for our district to do more in values education. Fifty percent of our staff reported

> Not enough is being done "to help students clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process."

Progress has been made. There is evidence to indicate values education is a more visible concern in our schools and community. However, the task is far from complete as other portions of this report will indicate. A friend, Dr. Hobert W. Burns, wrote at the conclusion of his doctoral dissertation in educational philosophy, "The last word has not been said on anything, only the latest." This cogent remark fits equally well the current state of development of values education.

THE DEVELOPMENT OF VALUES EDUCATION IN THE TACOMA PUBLIC SCHOOLS

HISTORICAL BACKGROUND

In 1975 the Tacoma Public Schools was selected by the State of Washington's Superintendent of Public Instruction to establish a broad-based, exploratory, developmental program in values education. The originating interest in such a program was identified earlier by a carefully chosen stratified sample of some 830 citizens from across the state, who, using the Delphi Technique produced a set of educational goals (means and ends statements) that included the following:

> *"As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process."*
> 1972 - Washington State Board of Education

Earlier, in a Tacoma survey entitled, "Education for the 70's," over 75 percent of the people interviewed *agreed* or *agreed strongly* that"The Tacoma Public Schools should instruct students about morality and social values." This item ranked seventh in importance out of 48 statements the survey asked citizens to consider.

A 1975 "Program Priorities Survey" demonstrated that 62 percent of the people questioned felt that programs in ethical decision making were either of the highest priority or that they were very important and should be provided. Another 23 percent felt it was desirable to have this type of educational program. Among all the subject areas surveyed, ethical education ranked in the top third.

The Watergate affair and its parallels elsewhere in society added further impetus to the reported need for education in values identification, moral decision making and action. Directives such as these and the work of a Citizens' Values Education Workshop held in August 1975 led the National Endowment for the Humanities, the Washington State Office of Public Instruction and the Tacoma Public Schools to finally establish and fund THE ETHICAL QUEST IN A DEMOCRATIC SOCIETY project in the Tacoma Public Schools.

THE RATIONALE

The following position papers written in 1975 by local people were used as part of the base for development of Tacoma's Ethical Quest project. These lucid statements that clarified and gave direction to the early stages of this program are reported here in their entirety.

FOREWORD: SYNTHESIS OF POSITION PAPERS

By Robert Rife

Social Communicative Arts Department Head, Henry Foss High School, Tacoma

Throughout history man has searched for a framework of values to give meaning and direction to life. Man's struggle to define his values and to learn to live by them are recorded in the Code of Hammurabi, Buddha's Eightfold Path, the Golden Rule, the Ten Commandments and the Seven Cardinal Virtues. Every aspect of human life has been and is influenced by personal values which direct our actions and characterize our relationships. The individual is continually confronted with ethical conflicts and is compelled every day to make conscious choices. The basis of these choices is the individual's personal attitudes and values.

Choice is the essence of values. It is the crux of individuality. But individuality is negated by apathy and absurd attempts at neutrality. Socrates' statement that the unexamined life is not worth living suggests that fullness of being is achieved by becoming and knowing one's true self. Discovering one's self comes from engagement, commitment and awareness--not detachment. The ability to learn and to make judgments is inherent in the human soul according to Plato, but this quality must be nurtured and cultivated. Recognizing the values by which judgments are made is paramount to the individual and crucial in a democratic society.

Any values program must help the individual think about values that have been unconsciously acquired and about values that have been formulated and institutionalized. The individual must be aware of his own position in the evolution of values. Paul Menzel, assistant professor of philosophy at Pacific Lutheran University, feels that values education augments some of the most unique characteristics of humanity. Values are there. Values have always been a vital part of humanistic discipline. Ethical values are the subject matter for the humanities. But what does a values program mean and how does it evolve?

Harold Simonson, professor of literature at the University of Washington, cautions us about the problem of teaching values. He asserts that teaching is external and learning is internal and that for values to be learned, they must somehow be internalized.

Teaching and learning are not consistent for everyone. People learn in different ways and certainly the process of internalizing is a mystery. A values program, however, must be cognizant of this situation. But a study of ethical values by its very nature is optimistic because it assumes that man is capable of growing and becoming. Richard Sears, teacher at Henry Foss High School, is convinced that levels of moral judgment can be identified and that it is possible to raise a person's level through instruction. Raising the level of moral decision making can only be done through engagement and commitment. The student ought to open himself, according to Simonson, to the deeper levels of word and self. To think about values engages a person in imagination, in feeling, in choosing, in being.

Thinking about values forces an individual to examine his own values in relation to values held by other individuals and institutions. It compels him to participate in some way and participation is essential in a democratic society. The effectiveness of a democracy is measured by the degree of participation of its citizens and by the effectiveness with which the citizen examines his personal values in the context of democratic principles. Paul Menzel focuses on this point by saying that a consistency of thought is needed to see that one belief or action always bears upon another belief or action. And Diane Benedict-Gill, graduate student in philosophy of education at the University of Washington, further emphasizes this in saying that the individual must

Take responsibility for his or her own actions and the consequences of his or her actions upon himself and others. This whole process, of course,presupposes the ability to recognize a value or set of values. The question also immediately arises as to how the student learns to do this? Then the self-analysis of what we want, what we need and what we mean is essential, says Benedict-Gill. We must have knowledge of problems and of solutions that worked and solutions that did not work. The student must somehow be confronted with the intellectual, emotional and psychological experience of what we are, where we came from and where we are going. Plenty of experience is, therefore, needed in seeing other persons' points of view. From these experiences will evolve the empathy and awareness to define one's own values. The student will then have the courage to discover meaning, truth and value in personal existence and in the acts of choice. The student also will be impelled to ask questions and to seek answers to them. Asking questions and seeking answers through the examination of personal and institutional values will ignite the interest and stimulate the participation that nourishes a democratic society. An ability, says Sears, to make high level moral decisions on the part of all citizens is paramount for a democracy to survive.

The basic pedagogical approach for a values program is simply the close examination of the contradictions, consistencies, responsibilities and consequences of value decisions. Where ultimately does any choice lead? Harold Simonson succinctly spells out that the student and teacher ought to explore and discover what it is that people of all ages live by. The student and teacher should then study and analyze where values come from, what makes them live or die and how they influence action. To analyze means also to isolate and discriminate among values. Some values have greater worth than others,but the student and teacher have to explore the worth of values to see why some merit fighting for. Finally, each individual must be helped through creative activities to internalize values for his own awareness and perspective.

The primary desire of "The Ethical Quest in a Democratic Society" project is to help the individual think about and examine values in order to heighten his moral awareness and perceptiveness about himself and the world around him. Increasing the ability to think is a prerequisite to wise choices and mature participation in a democratic society. The individual at this point ought to be able to say that this has been my life. I have found it worth living and would gladly live it again if the chance were offered me.

POSITION PAPER

By Harold Simonson

Professor of English, University of Washington, Seattle

1. Ethical values are the propositions, the assumptions and the aims that structure people's lives. These values underlie the act of choosing. They pertain to the realm of "should" and "ought." That persons or societies have no values or that they are neutral about values is inconceivable, even though some persons, for the sake of so-called objectivity, sometimes claim to have achieved a certain ethical neutrality. Fullness of being beyond oneself, however, is not realized in a state of neutrality. It is realized instead, said Kierkegaard, in the act of choice and in the courage to accept the consequences of choice. Underlying "choice" is the groundwork of values.

Through the centuries philosophy, religion and the creative arts including literature have defined these values, systematized them, promulgated them, even created them. History has delineated their workings in society.

The teaching of values becomes commensurate with the teaching of the humanities (philosophy, religion, literature, history). Values inhere in the very fabric of humanistic disciplines. Ethical values are their subject matter.

Asserting that values can be taught, as a Shakespeare play can be taught, requires a certain caution. Teaching is external, learning is internal. For values to be learned, they must in some way be internalized, just as to know the real Hamlet requires that the student somehow gain for himself what can be called the Hamlet reality. The distinction is between the student who analyzes on the cognitive level and the one who, in reading literature, opens himself to the deeper levels of both the word and the self. It's like the old distinction once made between a student of religion and a religious student: one calls for detachment, the other calls for "engagement."

Both kinds of response are valuable. The humanities have never opted for only the latter, as the popular notion would often have it. However, far more than the sciences, the humanities have prized the emotive or affective side of the personality and have affirmed that this side constitutes a unique epistemology--a priceless way of knowing. As for values per se, they can be taught and they can be learned cognitively, analytically. So too can a poem by Keats. But the world of values, like that of poetry, is a rare wine calling for a fuller kind of response. To think about values engages a person to imagine, to feel, to choose, to be.

2. It is easy enough to spread a feast of ethical values before a class of students. The banquet could be called, "Food We Live By." Here, for example, is the fare: popularity--self-worth--competition--success--activism--quietism (contemplation)--the almighty dollar--benevolent nature--exploitation--reason--law--sensation (irrationality)--cultism--change for its own sake--diversity--freedom--orthodoxy--sacredness of property, of institutions--myths--objectivity--power--ad infinitum.

To teach any of these values presupposes certain objectives, some of which are more external, some more internal:

a. To explore and discover what it is people live by...people close to home and people far away.

b. To analyze where values come from, what makes them live or die, how they influence action, etc.

c. To discriminate among values, to isolate particular ones for the purpose of differentiation.

d. To evaluate the worth of values, to think about why some values merit fighting for.

e. To try to internalize values through discussion, role playing, films, experimentation, the creative arts, etc.

3. As for pedagogical approaches to the teaching of values, it would be necessary at some point to isolate a so-called "value" and then to see where it leads. Take, for example, the value of technological efficiency. It can lead to objectivity, competition, exploitation, dehumanization disguised as social efficiency; or it can be seen as leading to a "better" life, more leisure time, quicker travel and communication, more consumer goods, better health, etc. The fact of technological efficiency becomes an ethical question when we ask whether such efficiency leads to a better life...whether a person should embrace efficiency in urbanization or escape it in a rural commune. Books a plenty treat this subject: one thinks of The Organization Man, Agression, Main Street, The Strenuous Years, Walden, 1984.

Or take the "value" of popularity. This becomes an ethical question when one asks, for example, "Is popularity worth one's sacrificing personal relationships?" "Is popularity the best criterion for judging the worth of a person?" The subject leads to innumerable topics: the cult of personality, success stories, culture heroes, mass media, group acceptance--and to a general consideration of the basis of, the means to, the rewards of, the cost of popularity. Novels, plays, short stories as well as works of history and social science abound on the subject.

Or take still another "value," that of power--its motives, uses, risks, benefits. And then the ethical implications of its use and abuse. Of course, Watergate immediately comes to mind. But consider, for example, such matters as the power of the police, of parents, of institutions, of machines, of newspapers, of advertising, etc.

These three examples illustrate the kind of exciting possibilities that the teaching of values can have. Whatever pedagogical methods are used, however, certain a priori assumptions need to be carefully considered. Among them are:

a. The importance of exposure to newspapers, books, magazines, films, television, with the underlying purpose being to discover the values implicit in all these things. Why, for example, is a book a best seller? Why do people by the millions watch Sunday football on television? What are the priorities, the values, the concerns of the audience, the readers, the consumers?

b. The importance of discussion, sharing insights and perplexitites.

c. The usefulness of playing the devil's advocate.

d. The willingness to tackle hard questions, paradoxes, contradictions.

e. The willingness to challenge and to think through ready-made values.

f. The need to get students to think!

On this last point, William Golding in an essay called "Thinking as a Hobby," cites three levels of thinking. The first is that of unconscious prejudice, superstition, bland acceptance of second-hand opinions and values. About 90 percent of the people think on this level, he says. The second is that of the detection of contradictions, problems; this kind of thinking can be destructive (iconoclastic). Only a relatively small number get to this level. A third level is creative thinking--the power to ask what is truth and then to find it. A still smaller number ever reach this level.

Children need to learn to think beyond the superficialities--which can, indeed, be dangerous superficialities--of Golding's level one. Thinking that rises to that of two and three is the raison d'être of education and it is emphatically a prerequisite for wise choosing and mature being.

POSITION PAPER

By Paul Menzel

Associate Professor of Philosophy, Pacific Lutheran University, Tacoma

In a nation assessing itself in the aftermath of the public events of the past decade, it is becoming commonplace to say that as a whole citizenry we need to think about values. However, an immediate national need, as important a reason for values education as it may be, is not a sufficient reason to launch what could then become a passing fad. A more fundamental reason is simply that at stake in the very business of a values education is our very humanity; a proper sort of values education augments some of the most essential and distinctive characteristics of human beings. I will discuss three such characteristics--consistency, awareness of possibilities and sense of responsibility.

1. Consistency. The saying that consistency is the virtue of small minds does apply to an intellectual nit-picking with narrow vision and no imagination. But in a broader sense consistency is no virtue of small minds but an essential ingredient in human thought. By consistency, in this larger sense, we do not mean narrowness, rigidity and closed mindedness to change of our opinions. Rather we mean the ability to see that one belief, action or institution requires for its justification some claim that also commits us to some other belief, action or institution. That is part of the distinctive process of rationality in man, above and beyond a mere passive occurrence of some sensation or abstraction in the mind. Furthermore, if ethical claims are to become more than mere expressions of wishes, they must be consistent with other wishes we will happen to have. That is, I cannot say that stealing your notebook is morally all right, unless I am willing to say that your stealing my notebook, were I in your situation, is also all right. We can note from this example that consistency requires foresight and imagination of the life circumstances of other people, two virtues which education can certainly help facilitate.

An institutional example is also illustrative. We might argue for democracy (i.e., argue that people should have an equal voice in the basic political process of voting) by noting that all people have a roughly equal concern in the total outcome of the state's decision making. But if that equal concern in the state's decisions justifies equal participation in voting, and if lobbying by wealthy interests gives them a more than equal voice in the final decisions, then we are forced at least to ask a question: Does the influence of certain powerful interests need to be curbed in order for us to remain consistent with the logical foundations of democracy?

2. The awareness of other possible values. Jean Piaget has described the last two stages of the intellectual development of the child as increased, explicit consideration of all possible solutions to a particular problem. If that is a description of human intellectual maturity, then humanly mature values cannot be developed without becoming explicitly aware of other value options. The fact that the one you are familiar with is acceptable is not sufficient. For example, my possible judgment that an abortion is morally justified can hardly be mature unless I consider the basic value propounded by many critics of abortion, that we should not choose between human life and no life on the basis of shaky judgments of inconvenience and marginal quality of life.

3. The sense of responsibility. We think of freedom to effect and control events and actions and its attendant responsibility for our behavior as basic to our individual integrity and the very ordering of society under rights and obligations. A person's sense of responsibility for particular things that happen to people and societies is always relative to the perception that those things can be chosen, avoided, preferred or controlled in some way. But then our sense of responsibility is related to our factual beliefs about

what affects on us and others result from our actions. An expanded and intensified sense of human responsibility will be the outcome of any values education program that studies what results from certain human behavior. For example, the knowledge that the reproductive offspring of parents who are carriers of certain genetic traits will be seriously abnormal in terms of physiological health will increase the sense of responsibility for reproduction, or the knowledge that smoking or obesity creates health dangers will increase the sense of responsibility for physical fitness. To talk about increasing students' sense of responsibility without explicity studying what is in fact under our control is beating a dead horse, and to study what is in fact under our control without discussing our responsibilities is deadening a live one.

From this rationale I would directly derive three fundamental objectives for a values education program. Indirectly, I would derive two additional ones.

1. Increase our awareness of the problems in making our moral beliefs, our actions and our social institutions and ideals consistent.
2. Understand some of the different major ethical traditions and specific values that shape current moral controversies in our society.
3. Sharpen our sense of individual and social responsibility.
4. Increase citizens' willingness to engage openly and rationally in normative disputes in a society, so that participation in a democracy becomes neither mere factual disputation by experts nor mindless conflict of vented emotions, but genuinely meaningful activity.
5. Decrease individual's feelings of boredom in life. There is a mutual relationship, I am convinced, between boredom and lack of concern for consistency, value possibilities and the horizons of responsibility.

Several miscellaneous observations about this rationale and these objectives need to be noted:

1. Values education is not just values formation, and it is neither indoctrination nor a merely arbitary, relativistic facilitation of preferences. Perhaps there is a place in the family and the church for a sort of values formation that is close to "indoctrination," but these institutions never explicitly carried out values education of the kind I have discussed above. Thus, a values education program does not need to rest its claim that it will not tread on church and family on what have generally declined in influence. The context for values education, especially with the second objective above, is at least as logically the public schools' and its related "body politic" as it is any other institution.
2. The above rationale and objectives need to be implemented much differently at different stages of child-adolescent development. Perhaps some objectives should be emphasized more than others at certain student ages, and different examples and subject matter need to be chosen carefully for different groups.

POSITION PAPER

By Diane Benedict-Gill

Graduate Student in Philosophy of Education, University of Washington, Seattle

When we ask for the rationale of something, we are asking after the reason for its existence. The reason for the existence of any educational activity may be understood in terms of what that activity is trying to accomplish, what its goals are.

The reason for the existence of the Tacoma Values Education Project is that there are particular significant educational objectives to which insufficient or no attention is being given in the public schools today. What these educational objectives have in common is the intent to bring students and morality together. It is not possible that students will become committed to the moral life without some experience with moral concepts and issues and with the practice of ethical decision making. Before exploring in terms of educational goals what it would mean to provide such experience in the context of the Tacoma Schools, let us consider an approach to the moral life which is salient to public education.

Between the ethic of total freedom, or license, and the ethic of control, is morality, the ethic of responsibility. Within this framework the student is encouraged to freely develop and pursue his or her own values within the responsible bounds of a respect for the views and pursuits of others. In the context of the public school, no particular notion of the good (e.g. of happiness, excellence, virtue or utility) can be proffered as superior to any other except that which is coincident with the overriding ideal of democratic equality. Rather, an awareness of and involvement with values generally must be developed; and the need to strike a just and responsible balance between concerns for the pursuits of the self and others must be attended to. This is the approach to the moral life which coincides with the idea of democracy. It fosters the attitude by which one defends the rights of those with whom one disagrees and the willingness to share with equanimity those opportunities for which others are competing with oneself. The idea of democracy as an overriding ethical concern limits the students' choices of values only in the direction that this choice would unfairly interfere with the life chances and fulfillment of values in others.*

Let us now consider the capacities, knowledge and dispositions that are required in order for the student to become a responsible moral agent--to take responsibility for his or her own actions in terms of consequences for self and other and to take responsibility in some reasonable degree for the world in which he or she lives. These requirements for involvement in the moral life constitute particular goals of moral education which in turn provide a rationale for establishing the Tacoma Values Education Project.

Some objectives of values education; what is required in order for the student to be able to make free, intelligent moral choices and responsible ethical decisions and to feel at home with the valuing process:

CAPACITIES

1. Autonomy--the ability to choose one's own values and to make moral decisions.
2. Skills of communication--discernment of other's meaning or situation or conveying one's own.
3. Self-analysis--do we know what we want, what we need, what we mean?

KNOWLEDGE

1. Of the world--in order to act effectively and morally in the world, we must have "knowledge" of problems and of solutions that worked and solutions that didn't work. Knowledge of other cultures and of our own sub-cultures. Knowledge of other points of view.
2. Of consequences--how do our actions affect self and others?
3. Of moral theory--in concrete terms.
   A. Clarification of moral concepts and issues, for example:
      1. What are the implications of saying someone is your equal?

*(Or him or herself in certain cases, such as, the use of heroin.)

   2. If you love your neighbor and do unto him as you would have him do unto you, do you help him on your terms or his?
   3. Does a person's role determine his or her worth?
   4. If you've been given more than others, is it just to maintain this status quo?

B. Some useful distinctions, e.g.:
   1. Between fact and value. Do we know a value when we're confronted with one?
   2. Between moral values and non-moral values. Which values should be overriding?
   3. Between specific rules and generalized moral principles. Which are more important, useful? Why?*

DISPOSITIONS

1. "Empathy"--knowing others' feelings and feeling for others.
2. Commitment--more than intellectually knowing some answers; making the moral point of view one's own.
3. Moral courage--to do what one believes is right in the face of adverse influences, such as, self-interest or outside pressures.

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*An example for the example. The question of whether or not Jean Valjean should have stolen a loaf of bread for his starving family in Les Miserables and whether or not the teenager and his or her peers should drive the local druggist out of business by stealing him blind for kicks, are two different questions. The rule is the same, "we shouldn't steal," but the circumstances are very different. We get at those differences by appealing to generalized moral principles, such as, respect for persons, justice, love your neighbor. These first-order princples point up the moral differences between stealing for survival and stealing for kicks.

Diane Benedict-Gill

Rationale for Choice of Curriculum and Method

The justification and rationale for the choice of curriculum and method in values education is twofold. On the one hand, the curriculum and method must fit the goals of moral education (as suggested above, perhaps) which they are intended to bring about. On the other hand, the method and approach to curriculum should be chosen according to principles of psychological development, or some theory of learning that is morally acceptable and empirically founded.

What do educational objectives, such as those listed above, require in method and curriculum? In the goal of autonomy we see the need for the actual practice of moral decision-making in an unrestrictive context which encourages the student to take initiative. Plenty of "experience" in seeing other persons' points of view is required, as indicated by the goals of empathy and skills of communication. Self-analysis as an educational objective means involving the student's own life in the learning process, as do the goals of commitment and moral courage as the latter develop only through a sense of relevance and personal meaningfulness. The goals of knowledge of the world and of consequences mean taking the confrontation with values into the realm everyday life, current events and history. The goal of moral theory in concrete terms requires experience with the subject matter of morals themselves, in order to give the students tools to work with.

The necessities of the above mentioned goals may then be met by presenting the students with situations of moral conflict to be worked out in discussion among themselves and with their teachers. These may be found in literature, which provides excellent opportunities for getting "inside" other people's thinking (the people in the book) and creates many life-like situations in which the students may involve themselves. They may also be found in history and current events, which give knowledge of world problems, other cultures, past consequences. Besides the conflict situations themselves, the classroom experience of discussing them with others gives the students practice in communications skills and in confronting other persons' points of view. Moral decision making can be made even more relevant to the student, if conflict situations are presented which deal directly with the sort of problems he or she is apt to face in everyday life. Along with the situations of moral conflict, class discussions should also deal directly with the moral concepts themselves, thus giving the students something to work with when they are confronted with conflict. If the concepts, or a better understanding of them, represent points of view more adequate to the solution of moral problems than those held formerly by the students, they will provide impetus to moral development as the students try them out on situations of conflict.

The findings of Piaget, Kohlberg and others show that the student's unexamined attitudes need to be challenged in order that more rational and compassionate points of view may be made room for and assimilated. There are two ways to do this. One is to present conflict situations in which the old views are not adequate; the other is to present points of view that are themselves more adequate. Both are represented above.

POSITION PAPER

By Richard Sears

SOCIAL COMMUNICATIVE ARTS TEACHER, HENRY FOSS HIGH SCHOOL, TACOMA

The effectiveness of a democracy can be measured by the degree of participation of the members of the society in the making of decisions. In the most recent election in the state of Washington, approximately three out of every four registered voters failed to exercise their franchise. If we add to that the large number of eligible citizens who have never bothered to register, we can justifiably be alarmed by the limited amount of democracy under which we live.

When we examine the reasons why citizens fail to vote, we find that most can be filed under either apathy or cynicism. Going deeper into the underlying causes, one finds the symptoms so vividly described by Alvin Toffler in Future Shock. Morality seems to be shifting out from under our feet. Simple questions of right and wrong are shrouded in complexity.

Does "Thou shalt not kill" justify one who refuses to serve his country in what he believes to be an immoral war? What, then, is a "moral" war? Does "Thou shalt not steal" apply to making huge profits in a high demand market or does the concept of "free enterprise" take precedence? What are the responsibilities involved in honoring thy father and thy mother? Does "Thou shalt not commit adultery" have any meaning at all in the Age of the Pill?

Faced with an overwhelming burden of these questions and bombarded with reminders that the "old morality" somehow no longer applies, it is no wonder that the average citizen flees to the sanctuary of laissez-faire and platitudes, to apathy and cynicism. Perhaps at some future date the pendulum will return to a society with morals as well defined and accepted as Victorian England or Puritan Massachusetts. Meanwhile, our average citizen is almost totally unprepared to meet the decisions that face him daily.

The problem centers on the traditional division of responsibility for education in our society. Morals and ethics have been the province of the home and church. To the schools has been left the task of teaching data and the basic skills necessary to apply the data. Math classes teach the multiplication table and how to convert apples and pennies to profits, but the ethics of statistics is not part of the curriculum. English classes teach vocabulary and how to write a coherent composition, but what is fit writing to be read is a decision for home and church. Science classes teach physics and chemistry but ignore the moral questions that loom greater everyday in laboratories around the world.

Perhaps the greatest culprits are the social studies classes, because they have always paid lip service to ethics and morality. We have been taught that Benedict Arnold was "bad," Nathan Hale "good," and George Washington "great." The formula was simple. Traitors are bad, patriots are good and strong leaders are great. This was, and in many schools still is, axiomatic and unchallangeable morality. More recently it has become popular to open the classroom to the discussion of basic moral issues such as patriotism and the responsibilities of leadership. Students are permitted and encouraged to express conflicting views which frequently result in lively and exciting presentations and interesting and popular classes. However, once the issue has been thoroughly discussed, it is dropped on the grounds that in a democratic society--and especially in moral questions--one man's opinion is as good as another's.

We in The Ethical Quest program do not accept that egalitarian precept without qualification. It is our conviction that Lawrence Kohlberg is correct in identifying various levels of moral judgment ability. We further agree with him that it is possible to raise a student's level through instruction. Ours is a society where one out of three children comes to us from a broken home and even fewer attend church regularly. It is apparent that for many the school is the only place that they can find the necessary instruction.

An ability to make high level moral decisions on the part of all citizens is paramount if a democracy is to function properly. With this in mind, we propose to create a curriculum designed to enhance this skill. This is not advocating a particular moral code any more than the teaching of Euclidean logic advocates a universe without Einstein. The ability to make moral judgments at an advanced level, like the ability to think logically, is fundamental to an educated person.

THE APPROACH

This section describes in Paul and Mary Sullivan's words what they considered to be the approach they took to develop the Ethical Quest project. It is taken from Chapter 2 in their March 1980 final report to the Tacoma Schools and is essentially the same material taken from Chapter 2 of the Ethical Quest Continuation Grant Proposal submitted to NEH in November 1976 by Paul Sullivan, then director of the project.

CHAPTER 2: APPROACH

This section will provide a general overview of the approach and the intellectual and theoretical bases of the Ethical Quest Project. Some aspects of this approach will be discussed in greater detail in other sections of this final report. We attempted to enrich the humanities curricula of the schools by focusing on ethical issues and to educate children in the processes of ethical thinking. The humanities should educate students about the principles, values and ideas upon which ethical decisions are based. Students should understand their own ethical principles and ways of making decisions as well as the principles of our democratic society. They should also be able to apply these values and principles to their own decisions and have rational, reasonable ways of making decisions about ethical questions.

Young people need to be able to think in a rational way about the ethical decisions they must make and to bring a thorough knowledge of the humanities to bear in making these decisions. Students should learn to analyze the alternative courses of action available, to consider the consequences of each alternative, to evaluate the alternatives in light of democratic principles, to make a decision as to which is the best alternative and why and to justify that decision. A good understanding of the humanities is essential to this process. This process should stimulate students to become more aware of their rights and responsibilities, to have a better understanding of what it means to be fair and just in dealing with others, to have respect for the rights of other people and to apply fundamental democratic principles to their own decisions.

Literature from Sophocles to Shakespeare to Steinbeck offered an ideal source of ethical issues and of insights about the struggle necessary to make truly moral decisions. Students began to grasp the rich tradition and heritage out of which the values and principles of our Western democratic society evolved. Understanding such literature and being able to deal with the fundamental ethical and moral issues which it raises are essential to a truly ethical education. Knowledge of the humanities is also essential if students are to develop into mature, sensitive adults who are aware of the complexities and ambiguities of human life.

While good teachers have always encouraged students to struggle with these ethical questions, many schools and teachers have concentrated on studying the literature without dealing with the ethical or moral issues in a substantial, effective way. Partly this has been due to teachers' inadequate preparation for being able to identify these issues and for designing instructional strategies to deal with them. It has also become fashionable to feel that discussing these issues is somehow tampering with a matter of personal choice or it is something about which little should be said because, "It is all relative." The assumption is often made that the curriculum should not deal with such issues. Individuals with an understanding of the humanities and their legitimate, necessary role in developing ethical principles and rational thought processes will reject these assumptions.

Individuals ought to be encouraged to develop and adopt their own ethical principles and ways of making decisions. We cannot and ought not force on anyone a particular set of values or principles. But many people have assumed that people are most free when their ethical or moral education is left to chance. Unfortunately, this has encouraged many young people to avoid thinking about ethical issues or to give lip service to common value concepts without really understanding their implications. This has produced a shallowness of thought. Students need an opportunity to examine systematically their own values and principles and relate them to the basic principles of a democratic society.

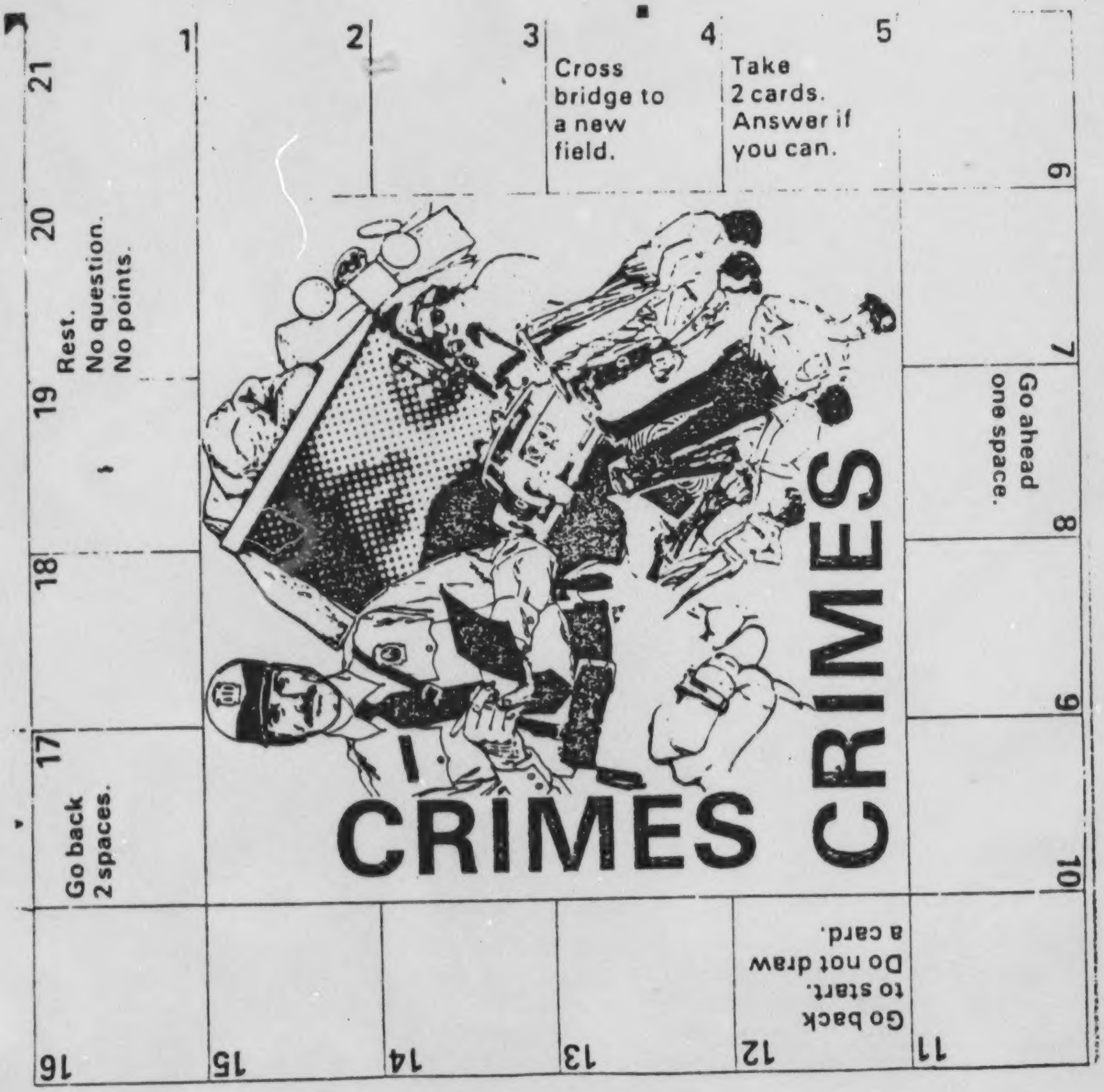
If we do not create well thought out, responsible ways for students to learn to deal with ethical issues, they may be indoctrinated by the influences of their peer groups and swayed by whatever is the most popular thing to do. The question is not whether ethical issues are to be part of the curriculum and of the school experience of the child but how we are going to respond to the fact these issues already exist in the entire curriculum of the schools. If teachers avoid these issues they are, in fact, teaching something to their students. Teachers need a clearly defined and justified way of educating students about moral or ethical issues.

The current emphasis on basic skills was very compatible with our approach. Reading, writing and careful analysis are integral parts of any study of the humanities and of the process of examining ethical issues. Compositions, analytical essays and all other forms of writing were central aspects of our program. Increased skill in both written and oral expression were primary goals. Focusing on ethical issues encouraged students to develop these basic skills better than ordinary processes of teaching. Students were concerned about these issues, were stimulated by them and invested a great deal of effort in thinking, writing, talking and reading about them.

This project did not assume that the whole curriculum must be changed. We focused on the ethical issues which were already present in the language arts, social studies and health curricula. Even if it had been within our capabilities to create an entirely new curriculum, the history of such attempts at total curriculum replacement is not encouraging. We attempted to build on and enrich the existing humanities program.

CURRICULUM DEVELOPMENT

The Sullivans described in another chapter of their March 1980 report the process of curriculum development to which they gave leadership.


1
2
3
Cross bridge to a new field.
4
Take 2 cards. Answer if you can.
5
6
7
Go ahead one space.
8
9
10
11
12
Go back to start. Do not draw a card.
13
14
15
16
17
Go back 2 spaces.
18
19
Rest. No question. No points.
20
21
CRIMES
CRIMES

(Part of a game created by the Ethical Quest project)

CURRICULUM DEVELOPMENT

A major focus of the Ethical Quest Project was curriculum development. It has been shown that moral reasoning can become more complex and more differentiated as a result of carefully structured educational experiences. Work of Mosher and Sprinthall at Harvard, Sprinthall and his associates and students at Minnesota, and Mosher and his students at Boston University has demonstrated that students' moral development can be stimulated by courses in the schools.

Much of the early work in moral education involved separate, distinct courses. This had the advantage of allowing teachers to concentrate exclusively on stimulating students' moral development. The content of a course was selected for this specific purpose, rather than to teach history or literature. However, we felt it would be more advantageous to create a curriculum development process which can be applied to any subject area. Our purpose was not to add an additional "subject" to elementary teachers' already saturated schedules, or another elective at the secondary level, but to integrate a concern for ethical issues into the humanities curricula.

Initial curriculum development and teacher education involved a core group of twenty-three teachers from nine elementary, junior high and senior high schools. These teachers were chosen from among a large number of volunteers representing nearly every school in the District. We selected skilled teachers from those schools where there was a concentration of interest in moral education. Hunt and Metcalf have shown that being a skilled teacher is a necessary prerequisite to becoming an effective moral educator. We have found that the most effective teachers in this project are those who are able to listen to the reasoning presented by students about a moral issue, to question the students' thinking and to facilitate interaction among the students. Participation by more than one teacher at a particular school is also important, because it enables teachers to work together and provides a source of mutual support.

The core teachers participated in a two-week training workshop in November 1975; scholars in the field of moral education provided an intensive orientation based on recent developments in moral theory and instruction. From January to June of 1976, the core teachers continued to familiarize themselves with theories of ethical development and to explore the educational implications of those theories. Concurrently, they met in small groups to examine specific curriculum areas. The working groups were formed according to grade level and subject matter (English, social studies or health). Each of these groups began by looking carefully at what is known about the developmental level of the students (e.g., their cognitive, ego, emotional, social and moral levels). They then spent a substantial amount of time analyzing the materials that they had been teaching. They identified the moral issues that were present in their curricula and began to design supplemental materials and teaching strategies appropriate to the developmental level of their students. It is impossible to deal effectively with a topic like the American Revolution without considering the ethical decisions which the colonists faced (e.g.; Was the overthrow of an established political system justified?). Likewise, ethical conflicts are an integral and essential element in understanding literary works from Shakespeare to Steinbeck.

A substantial amount of work was done during inservice days in the Spring of 1976, and during a three-week workshop held in June. James Shaver from Utah State University and Ralph Mosez and Paul Nash from Boston University were among the consultants present with expertise in the field of moral education to work with the teachers. The resulting course materials were used during the 1976-77 school year. Changes were made during that year on the basis of the teachers' experience with the materials. Supervision of teachers by project staff and evaluation of curriculum materials were also ongoing processes during the 1976-77 school year.

During the Spring of 1977, twenty-two additional teachers were added to the core group. A three-day orientation was held in May to acquaint these new people with the basic approaches to ethical development and with what had been done by the original core group of teachers. The new educators also began to identify the courses and ethical issues on which they planned to focus.

An intensive three-week workshop for forty-five teachers was held in June of 1977 and another one in June of 1978 for fifty-six teachers. These were similar to the session conducted in 1976 for the core group of twenty-three. New teachers had an opportunity during this three-week period to assimilate ethical development theory, and to design materials for classroom use. The original core group of teachers spent part of the time revising what they had taught during the preceding year(s). Their remaining time was devoted to designing new materials and teaching strategies, or to functioning as consultants for the new teachers. Again, experts in the field of ethics and moral education were present as resources during much of the workshop period.

The Ethical Quest Project worked directly with and trained sixty-six Tacoma School District teachers by June 1979. A list of these individuals is included at the end of Chapter 4. The original grant extension proposal called for adding 225 new teachers but this was wisely rejected by the National Endowment for the Humanities and the limit was set at 90, in particular at the urging of Paul Nash, a member of the site visitation team.

BEST COPY AVAILABLE

The following section will attempt to relate the approach we have described to some actual curriculum examples which have been developed by the Ethical Quest Project. In order to do that, we shall analyze some specific lessons at the elementary, junior high and senior high levels.

A. An Elementary School Unit on Rules

The elementary school teachers worked first on a combined social studies and language arts unit on rules. The materials are designed for the upper elementary level, but can be adapted for use with grades three through six. The teachers felt that elementary students needed to know not only that rules exist but, also, why we have them, how they are made and how they can be changed. Many of the moral issues which elementary students face are concerned with rules.

The unit begins with sections on those rules which are closest to the child's experience (i.e., home rules and school rules); these are followed by sections on rules and laws in the community and the nation. We try to move the students gradually outward from their immediate experience with rules to more distant, abstract levels. A variety of instructional strategies are used in the unit, including group and individual reading, class discussions, role-plays, writing assignments, interviews of adults and other students, debates, and class meetings. Lessons are designed to be used with groups of students of wide-ranging academic abilities. We have provided the detail of one of these lessons in Table 1.

TABLE I SAMPLE LESSON FOR ELEMENTARY SCHOOL STUDENTS: UNIT ON RULES (Ethical Quest Project).

TOPIC or THEME: "I WONDER WHY"

Below is a list of fifteen school rules. Following each rule are some unfinished sentences. You are to think about why each rule was made and finish each sentence with a reason why the person named might think that rule was made.

Example: Why was this rule made? A student may check out two library books.

- A librarian might say . . . "Many students use our library, and I want all to be able to find books."
- A principal might say . . . "Our school budget limits the number of books we buy. Therefore, we have to limit the number of books a student checks out.

Complete the following sentences, telling why each rule was made. Try to put yourself in the role of the person that is mentioned. Write what you think that person would say.

1. Rule: There is to be no running in the building at any time, except in organized games in the gym.
   a. A principal might say . . .
   b. A teacher might say . . .
   c. A parent might say . . .
2. Rule: No one is to leave the school grounds after they arrive any time during the day, without permission of a teacher or the principal, except when going home for lunch.
   a. A parent might say . . .
   b. A principal might say . . .
3. Rule: No rock-throwing at any time.
   a. A playground supervisor might say . . .
   b. A principal might say . . .
   c. Another student might say . . .
   d. A parent might say . . .
4. Rule: No fighting at any time.
   a. A principal might say . . .
   b. A parent might say . . .
   c. Another student might say . . .

The lesson in Table 1 attempts to have students understand why we have rules from the perspectives of other people. Often rules seem arbitrary and without reason to students. Understanding the reasons for rules, and that other people in the school may see the rules differently, is a major step in learning the principles of social organization. By role-playing the children are encouraged to look at the situation from the points of view of several people, not just from their own immediate perspective. The ability to take the role of others (i.e., to understand that other people have feelings, ideas, points of view different from oneself) and to see oneself from others' points of view is an essential element in the intellectual and moral development of students.

B. A Junior High School Unit on Moral Reasoning

We have also developed a junior high language arts curriculum which attempts to stimulate students' role-taking capacities and moral reasoning through literature and films. The various lessons encourage students to become aware of themselves and other people as individuals with differing thoughts, emotions, roles and points of view—a significant accomplishment in social role-taking. This is an especially important element in moving from preconventional to conventional moral reasoning, a transition which usually occurs in the junior high school years. Discussion of the moral issues in the films and literature is also emphasized.

TABLE II (Cont'd) SAMPLE LESSON FOR JUNIOR HIGH SCHOOL STUDENTS: UNIT ON MORAL REASONING (Ethical Quest Project)

Issues for Discussion and Debate: The Pearl

A. The Issue of KILLING

5. Should Kino be punished by some kind of court sentence? What kind?
6. What would be the best reason for a judge to give Kino some punishment?
7. What would be the best reason for the judge not to punish him?
8. Were there things he could have done to avoid these killings?
9. If someone killed your best friend in self-defense, what would your reaction be? If someone killed a person you dislike a lot, how would you feel? Why? Is there any difference between these two? Should there be?

B. The Issue of CHEATING

1. How do the pearl buyers cheat Kino?
2. Do they have the right to offer him less than his pearl is worth? If yes, should they act on this right?
3. If someone you knew had a bike which was worth $100.00, but he had to sell it right away because he needed money for his family, would it be right for you to try to buy it for $5.00? What if this person were a friend of yours?
4. Do you think pearl buyers in the capital would have been more honest with Kino, if he could have gotten there? Why, or why not?
5. Is cheating ever justified? When? If not, why not?
6. Why do people cheat?

C. The Issue of BEATING PEOPLE

1. Why does Kino beat Juana?
2. Is he justified in doing this? Should he have beat her?
3. What would you have done, if you were in Kino's position?
4. What else could he have done?
5. Is beating someone up ever justified? If so, when? If not, why not?
6. If you were Juana, would you have thought the beating was justified? Why?

D. The Issue of REFUSING HELP TO SOMEONE IN NEED

1. Why does the doctor refuse to help Coyotito?
2. Does a doctor have the right to refuse help to someone who needs help?
3. Does he if the person might die without his help?
4. What if a doctor was forced to help so many people who couldn't pay that the doctor became poor? (e.g., Need for Medicare, Medicaid programs.)
5. Has anyone in real need ever asked you for help? What kind? What was your response? How did you feel?
6. Should you ever risk your own life to help someone else? Would you?

TABLE II SAMPLE LESSON FOR JUNIOR HIGH SCHOOL STUDENTS: UNIT ON MORAL REASONING (Ethical Quest Project).

TOPIC or THEME: "THE PEARL," by John Steinbeck

Activity: Discuss controversial aspects or hold debates on the following issues in The Pearl.

Purpose: To give students a chance to consider both sides of a problem, weigh the merits of each side and form their own opinions; to encourage them to listen closely to each other and paraphrase each other's ideas to be sure of understanding.

Preliminaries:
(1) Students read and discuss The Pearl.
(2) They discuss what happens and how.
(3) They have worked together to prepare a list of the events of the plot, as these occur over a 4-day period.

Process: If discussion, have students move desks into an oval, so each can see the others. Introduce a topic, draw conflicting ideas about it, probe why these ideas are held.

If debates:
(1) Divide class into groups of four students each;
(2) Let each group "draw" its own topic from a hat;
(3) Each group divides into two pro and two con speakers;
(4) Group has a known period of time to prepare arguments (e.g., 20 minutes);
(5) All groups present their ideas - - 1st pro speaker presents basic and best pro ideas; 1st con speaker presents basic and best con ideas; 2nd pro speaker tries to argue against the main objections presented by the con side; 2nd con speaker tries to argue against the main objections presented by the pro side;
(6) After a group has completed all four presentations, the rest of the class acts as a jury and decides which side presented the more convincing arguments.

Issues for Discussion and Debate: The Pearl.

A. The Issue of KILLING.
1. Is Kino justified in killing the four people he does?
2. What would you have done if you were Kino? Why?
3. Is killing someone ever justified? If so, when? If not, why not?
4. If Kino were brought to trial and you were on the jury, would you find him guilty of murder? Why, or why not?

The Pearl is a short novel by John Steinbeck, appropriate for use at the junior high level. The lesson outlined in Table II engages students in discussions and debates of some of the novel's controversial moral issues. Such discussion is a fundamental way to stimulate moral development. Students learn the basics of debating ethical issues, including how to weigh the arguments on both sides of a moral issue, how to listen carefully to what other people say, and how to come to a reasonable and reasoned position. When exploring these issues, they come to terms with how they feel about cheating or stealing (for instance), as well as what The Pearl says about them. The novel serves as a stimulus for the students to examine their own moral principles and judgments.

C. A High School Unit on Moral Action

The high school unit outlined in Table III presents the students with the basic dilemma/conflict of the Caine Mutiny Court Martial, even before they read it or see the movie. Students confront the situation faced by Lieutenant Maryk when he must decide whether or not to take command of the "Caine." They are asked to systematically examine each alternative and its moral implications, including the consequences which flow from each such alternative. Larger conceptual questions about justice, responsibility, duty, and respect for human life are also posed to the students. Students are asked to say not only what Maryk should do but, also, what they would and should do if they were in that situation. Any discrepencies which may exist between what they believe they would do and what they think they should do can then be examined. Students are also asked to put themselves in the place of members of the court martial board.

TABLE III SAMPLE LESSON FOR SENIOR HIGH SCHOOL STUDENTS: UNIT ON MORAL ACTION (Ethical Quest Project).

TOPIC or THEME: "CAINE MUTINY COURT MARTIAL"

Dilemma Objective: Explore the conflicts of duty, rules and concern for human life.

Moral Dilemma: Lieutenant Maryk is the executive officer aboard the "USS Caine" during World War II. Maryk is conscientious, loyal and very capable. He is also very concerned about the ship's captain. He feels Captain Queeg has consistently shown paranoid behavior in the unjust and irrational treatment of the men, and the bizarre running of the ship. Yet the "Caine" has never been in an endangered position before. Lieutenant Keefer, a writer, and the other ship's officers are also acutely aware of Captain Queeg's psychological problem. In fact, Maryk and Keefer at one time had almost reported the situation to the admiral of the fleet, but backed out because of the consequences, and lack of support from Keefer.

The "Caine" gets caught in a severe typhoon, in which Captain Queeg's irrational judgment is threatening the ship's safety. Lieutenant Maryk is torn between his sense of loyalty and duty and his realization that Queeg's behavior and poor judgment may sink the ship with the loss of many lives.

Discussion Questions:

a. What are Maryk's alternatives?

b. What are the consequences of each alternative?

c. Is there any way that Maryk and the other officers could help Queeg?

d. What is an act of mutiny?

e. What is the punishment for mutiny?

f. What would you do if you were Maryk?

g. Is what Maryk thinking of doing really mutiny?

h. Why is the punishment for mutiny so severe?

i. What is loyalty? Duty? Responsibility? Is there any conflict among these three?

j. What is justice? Fairness?

k. Is justice and fairness the same for each person or situation?

l. If Maryk took command of the "Caine," and later was brought before a court martial board in which you had the deciding vote, would you vote to convict or acquit him? Why? Is it ever right to break the law? Why, or why not?

m. If Maryk were found guilty, what punishment would you give to him? Why?

n. What is the purpose of punishing someone who breaks the law?

Read and View: The Caine Mutiny Court Martial.

Follow-up Discussion: (e.g., reconsider earlier answers to Discussion Questions.)

Writing Instruction and Assignment: Discuss the concept of justice and fairness in terms of Queeg, Maryk and Keefer.

Is justice and fairness the same for all three, or is it different for each one?

Be specific with support from the play, and any other sources familiar to you.

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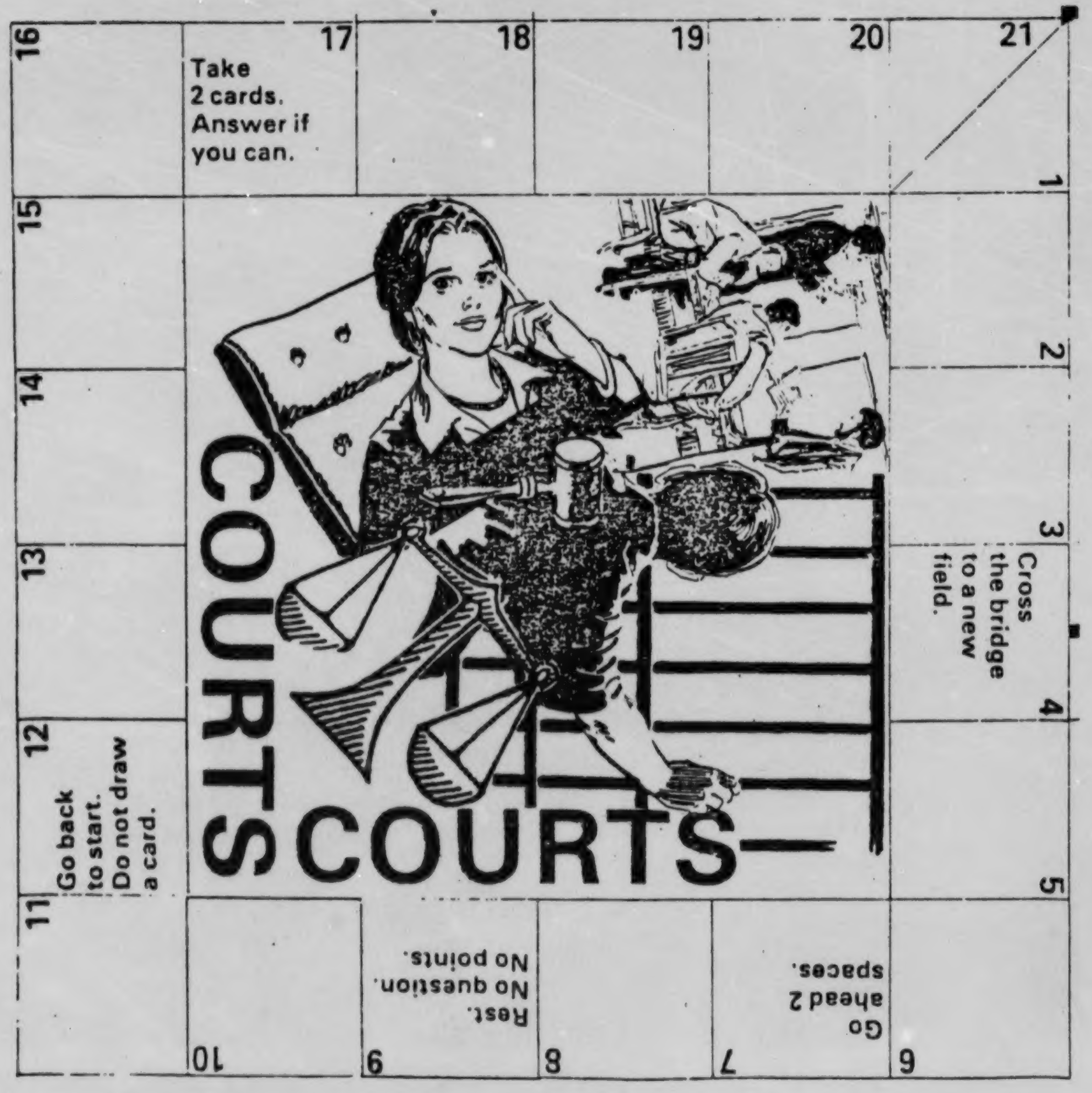
TEACHER EDUCATION

Paul and Mary Sullivan wrote the following information in their report about the teacher education component they developed during the first four years of the Ethical Quest program.


16
17
Take 2 cards. Answer if you can.
18
19
20
21
1
15
2
14
3
Cross the bridge to a new field.
13
4
12
Go back to start. Do not draw a card.
5
COURTS
COURTS
11
10
9
Rest. No question. No points.
8
7
6
Go ahead 2 spaces.

(Part of a game created by the Ethical Quest project)

TEACHER EDUCATION

Introduction

The Ethical Quest Project worked directly with and trained 66 Tacoma School District teachers by June 1979. A list of these individuals is included at the end of this section. The original grant extension proposal called for adding 225 new teachers but this was wisely rejected by the National Endowment for the Humanities and the limit was set at 90, in particular at the urging of Paul Nash, a member of the site visitation team.

The decision proved sound since it became apparent during the project that it was difficult to provide first rate training and supervision for large numbers of teachers. The budget provided for a helping teacher/writer position which would have helped in this regard. However, none of the original core teachers who had sufficient experience and skills was willing to assume this position. The project director stated that this position was available but there were no takers. Partly this was due to the fact that a person assuming this position would have considerably more work and responsibility and be required to work an additional two hours per day for no additional salary. Also, the Tacoma School District was entering a period of retrenchment at this time and an individual leaving a particular teaching post to assume this role of helping teacher would not be guaranteed that he or she could return to that teaching post and school when the project ended. In addition, the teachers who were attracted to the project were dedicated classroom teachers, many of whom did not want to assume a role which they saw as administrative.

Since it was not possible to get someone with proper qualifications who was willing to accept the job it was felt that it would be better to save these monies with the possibility of extending the length of the grant so that more individuals could be brought into the project at that point in time. To hire an individual without adequate background and attempt to train him or her seemed a waste of time and money.

In a letter of February 14, 1979, we requested that the grant termination date be extended from August 30, 1979 to June 30, 1980. This extension request was possible because of the money saved by not filling that position and by other economies in the project. Our interest during the extension period was to train an additional number of teachers to equal or exceed the 90 set by the National Endowment for the Humanities and to carry out other activities in fulfillment of the grant.

A new approach was to be used in this training process. The first 66 members of the project had been either paid at the hourly rate or given release time to participate in Ethical Quest training and curriculum development. This was an effective but costly method for the project to function. Its appeal to other school districts in a time of declining budgets was limited by this factor. We had designed a series of training workshops which were to be offered to Tacoma staff for college or inservice credit on Saturdays or after school time during the 1979-80 school year. This course of study was to be offered at least three times during the school year. Adopting this new process of teacher training would have significantly increased the generalizability of the project.

As part of this process we also planned to make a series of videotapes for use on KTPS-TV utilizing project staff and original core teachers. These videotapes could then be used for teacher education on an even wider scale. Earlier in the project, Bob Slingland, director of KTPS, had discussed with us the possibility of developing such videotapes. At that point in time however it had not seemed feasible or appropriate. We were not ready to do wide scale teacher education.

Unfortunately, these plans and others which we had been developing to further dissemination of the project did not come to fruition because of the departure of the project director and resource coordinator from the project and the Tacoma School District.

__NOTE:__ Significant activities that did occur following the departure of the Sullivans included: 1) three intensive values education workshops were held for 178 new staff; 2) three workshops were provided for elementary, junior high and senior high principals; 3) a three credit videotape assisted course in values education was given in connection with Seattle Pacific University--it included 12 half-hour tapes entitled, "Educating for Responsible Behavior," produced by Project Impact and narrated by Helen Weber, M.A., and Frank J. Murphy, Ph.D.; 4) values education teacher guidebooks created by Tacoma teachers continued to be distributed extensively.

Teachers Trained During the Ethical Quest Project *(1975-1979)*

Teacher	School(s)	Subject(s)/Grade(s)
Sharon Oswalt	Foss	Social Communicative Arts
Loni Fay	Foss	Social Communicative Arts
Paul Martin	Foss	Social Communicative Arts
Robert Rife	Foss	Social Communicative Arts
Dean Mellor	Foss	Social Communicative Arts
Judy Gammell	Foss	Social Communicative Arts
Richard Sears	Foss	Social Communicative Arts
Sally Granquist	Foss	Social Communicative Arts
Kenneth Pratt	Foss	Social Communicative Arts
Eunice Johnson	Foss	Social Communicative Arts
Betty Truitt	Foss	Social Communicative Arts
Frances Bentley	Wilson	English
Susan Sailer	McIlvaigh; Wilson	English
Paul St. Clair	Truman; Mt. Tahoma; Wilson	History
Douglas Whitaker	Wilson	English
Charles Yenter	Wilson	History
Robert Lyon	Wilson; Central	English; Helping Teacher, Language Arts
Michael Minor	Wilson	English; Drama

Teacher	School(s)	Subject(s)/Grade(s)
Toni Bos	Wilson; Central	Health; Helping Teacher, Health
Janet Hartley	Wilson; Reed; Truman	English; Grade 2
James Bennett	Hunt	Health
Thomas Reynolds	Hunt	History
Terrence Rice	Hunt	Health
Alice Hurley	McIlvaigh; Bellarmine	Health
Lee Landrud	McIlvaigh	English
Betty Nylander	McIlvaigh	English
Barbara Jerry Reynolds	Truman; Baker	English; History
James Smith	Truman	Health
Charlotte Carr	Mount Tahoma	History
Margaret Clogston	Mount Tahoma	Teenage Parents
Nancy Adams	Mount Tahoma	Health
Marjorie Griffin	Mount Tahoma	Health; History
Claudia Weremiuk	Mount Tahoma	Library
Stephen Oliver	Baker; Stewart	Health
Mark Fey	Baker; Wilson	History
Joseph Hallberg	Baker	History
Dennis McInteer	Baker	English
Patricia Steen	Hunt	English; Drama
Jan Thorne	Boze	Grades 4 and 5
Jann Wetsch	Boze	Grades 5 and 6
Lynda Smith	Boze	Grades 5 and 6
Gerald McNamara	Boze; Lyon	Grades 5 and 6
Brenda Cantrell	Boze; McKinley	Grade 5; Counselor
Christine Hanson	Hunt; Jason Lee	English
Kenneth Wiley	Jason Lee	English
LaVonne Davidson	Whittier	Grades 2 and 3
Joyce Myhre	Whittier	Grade 5
Barbara Leary	Northeast Tacoma	Grade 1
Marian Pratt	Northeast Tacoma	Grades 5, 6 and 1
James Bunnell	Northeast Tacoma	Grade 1
Kathleen Roland	Northeast Tacoma	Grades 4 and 5
Elmer Sagara	Northeast Tacoma	Grades 3 and 4
Daryl Smith	Northeast Tacoma	Grade 6
Mary Trier	Northeast Tacoma	Grade 2
Sheila Wray	Northeast Tacoma	Grade 5
Jane Irvine	Northeast Tacoma	Library
Mardell Buffington	Northeast Tacoma	Health; Nurse
Renee Albrecht	Roosevelt	Kindergarten
June Wilfong	Park Avenue	Grade 5
Hortense Refour	Stanley	Headstart
Nancy Zittel	Stanley	Grade 1
Carlotta Miller	Stanley	Grade 4
Jean Lindberg	Stanley	Kindergarten
Mac Oliver	Stanley	Grade 5
Arlene Walton	Mount Tahoma	English; History
Torrey Wickman	Mount Tahoma	History

Watergate inspired values course here

By DAVID SEAGO
TNT Education Writer

The one thing teachers in the Tacoma School District's ambitious new values education program won't teach is values.

The 21 teachers preparing for a three-year, $1.2 million, Watergate-inspired project are adamant about that.

"We're NOT going to teach values," says Douglas Whitaker, a participating teacher from Wilson High School. "We don't have any prescribed list of values we're supposed to teach kids.

"But we do want to teach them to think about their values, to look at things and look at themselves."

That, in a nutshell, is the philosophy of a project the district is planning with high hopes and considerable caution.

District officials hope the project will result in a generation of students less likely to repeat the mistakes of Watergate, a scandal in which graduates of some of the nation's finest schools made fatally unethical decisions.

YET THEY are cautious because many parents and teachers are not at all sure whether public schools should advance into territory that traditionally has been the province of home and church.

The project already has been singled out for criticism by conservative critics such as unsuccessful school board candidate Becky Banfield, who contends public schools have no business trying to teach values.

The project, called "The Ethical Quest in a Democratic Society," has yet to receive final approval from the National Endowment for the Humanities. NEH granted the district $35,000 for planning that has largely been completed.

The district expects to learn within a few weeks whether NEH will provide $565,000 over three years for the project, which one Massachusetts educator calls "the most significant moral education project in the country."

Asst. Supt. Richard Manion, who will oversee the project, said the district is confident funding will be approved.

If NEH gives the go-ahead, the project will become a state and national model. The state Office of the Superintendent of Public Instruction—which initially proposed the project—will contribute an additional $300,000. When the project is completed, SPI will distribute Tacoma-developed materials to all school districts in the state.

PLANS CALL for the district itself to contribute $327,097 over three years—$140,000 in cash and the rest in "indirect costs" such as office expenses and employment benefits for project staff.

If the NEH grant comes through as expected, the project will begin officially in January. The 21 elementary, junior and senior high school "core teachers" will begin developing a values education curriculum for all grade levels.

Manion describes the project as essentially a teacher training program. Using materials prepared by the core teachers, the project staff will train as many as 1,300 Tacoma teachers in values education methods over the three-year period.

In practice, values education means providing students with classroom experience in thinking about ethical questions, both those that confront them personally and those that confront society.

Educational research, Manion said, indicates that students become more sensitive to moral questions and take them more seriously if they have opportunities to discuss such issues.

FOR EXAMPLE, a ninth-grade English teacher may assign her students John Steinbeck's novel, "The Pearl." In the novel, a doctor refuses to give medical aid to a baby because its parents are paupers. This becomes the basis for a discussion of the right to life and the complex ethical issues that surround it.

"A lot of teachers have been doing this kind of thing all along," said Christine Hanson, an English teacher at Hunt Junior High School. "Literature is full of life, and life is full of moral dilemmas. You want the kids to think for themselves about the problems.

"We don't want to tell the kids what is right and wrong. But we want to get kids used to thinking about what is right and wrong. Too often they make decisions without even thinking about that."

Wilson's Whitaker teaches a popular "Interpersonal Communication" class that is similar in many ways to a values education course.

"I've been convinced for some time we needed this kind of thing," he said. "Student cheating is one indication. I can't teach them not to cheat. But I can teach them to think about those kinds of decisions, to think about consequences."

PROJECT participants admit that many parents are uncomfortable with the prospect that teaching students to examine values might lead children to question their parents' values.

"A parent will have far more influence on a kid's values than a teacher if he has done a good job of being a parent," says Terry Rice, a health teacher at Hunt. "Part of the problem is a lot of kids aren't getting any direction from home."

"The key word here is respect," Miss Hanson adds. "We want students to understand and respect the values that other people have, too. And that includes their parents."

District Supt. Alex Sergienko has given the project his full support.

"We cannot afford to raise a generation tone deaf to values," he wrote in the grant application.

"America, as it has become nearly a truism to say, is in the midst of a crisis in values. The family no longer passes down stable values from generation to generation. The church, to tens of millions of Americans, no longer provides the central repository of their values. And the schools, once so confidently instructing maxims and rules of patriotism, no longer dare to face up to a question of values.

"And yet is it is clear that in our society—transient, secular, whirling ahead at an awesome rate—the schools must play an increasing role in the search for values.

"To avoid the subject, to pretend that it is outside the realm of the permissible and the possible, does not avoid the consequence: the creation of a generation of Americans to whom values are largely archaic mysteries."

Teacher Education Process*

Teacher education was an essential element in the Ethical Quest Project. Teachers must develop the knowledge and skills needed to conduct moral education classes before they can effectively stimulate the development of students. These same skills and knowledge are essential to creating good curriculum materials which adequately address moral issues. The objectives of the Ethical Quest Project were for teachers to become capable of analyzing the existing curricula which they teach, to identify the moral issues and to develop materials and teaching strategies around these issues.

A first step in the teacher education process was for teachers to develop a general understanding of the different types of moral concepts. These are three areas of moral judgment which are often confused with one another, questions of good/bad, right/wrong and praise/blame (Kohlberg, 1971; Frankena, 1963). The confusion of these different moral concepts makes it difficult to develop a coherent, justifiable program in moral education. Judgments of good and bad are often a matter of taste and need not be fundamental moral questions. Judgments of right and wrong regulate how people live together.

After the teachers learned to identify the three basic types of moral judgments, they discussed which type should be dealt with in a program of moral education. They learned that the Kohlberg approach to moral development focused primarily on the concept of right/wrong (Kohlberg and Hersh, 1977).

Kohlberg's theory does not start by deciding what kinds of things are morally correct and then proceed to categorize people's moral beliefs according to how much they agree with those standards. The important thing is not so much whether a person judges a particular act to be right or wrong as it is the thinking or reasoning behind that decision, the why (Kohlberg, 1969, 1971).

During the Ethical Quest workshops, the Kohlberg approach to moral education was emphasized. The stages and other aspects of the theory were examined carefully. In order for teachers to be able to look at the curricula they were already teaching and create moral education activities they had to become familiar with some of the fundamental ethical issues. Kohlberg (1969) identifies a number of issues and developed a series of questions which addressed each issue. The questions were generated from readings of Kohlberg's discussions of these issues (Kohlberg, 1969, 1971; Gibbs, Kohlberg, Colby, Speicher-Dubin, 1976).

The teachers discussed these ethical issues and especially the questions about the issues. They examined curriculum materials looking for these issues. How the basic moral questions could be treated while addressing these issues in the curriculum was discussed in some depth. The author stressed the importance of dealing with these basic moral questions as part of any moral education activity about one of the ethical issues. This list of questions was not meant to be exhaustive but did summarize many of the questions about the basic issues discussed by Kohlberg (1969, 1971, 1974).

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* This section of Chapter 4 is taken from the doctoral dissertation of Mary F. Dockstader, Resource Coordinator of the Ethical Quest Project. For more detailed information regarding the teacher education process, please refer to the complete dissertation *filed as a separate document with the National Endowment for the Humanities.*

Following is a list of nine moral issues and the basic questions developed by the author about these issues. When teachers developed lessons related to any one of these issues they referred to these questions in order to be certain that any of them which were applicable were addressed in the curriculum materials.

1. Property

What makes something someone else's property or our own?
Why do we generally think it is wrong to take someone else's property?
Is it ever right to steal? If not, why not? If so, give examples and reasons.
What would happen if there were no property rights?
Is it right for some people to have a great deal of property and others none? Why or why not?
Should government have the right to take someone's property against their wishes?
If you thought someone had stolen something from you, would it be right to steal something belonging to her or him? Why or why not?

2. Law

Why do we have laws?
What would happen if there were no laws?
Are there reasons for laws besides keeping order in society?
Why should we usually obey laws?
Is it ever right to disobey a law? If so, give examples and reasons. If not, why not?
Does each person have a responsibility to report anyone she or he believes has broken the law?
Is there such a thing as an unjust law?
What makes a law just or unjust?
What do we mean by justice or fairness? What makes something fair or unfair?
What are the characteristics of a good law?
What should a person do about unjust laws?
Who should make rules or laws?

3. Punishment and Blame

What is the purpose of punishment?
Why do we put people in prison?
How do we determine what is a fair punishment for breaking a law or rule?

If you were a judge what sorts of things would you consider in trying to arrive at a fair punishment?
Is capital punishment justified? Why or why not?
Would it ever be right to treat differently two people who did exactly the same thing? Why or why not?
What does it mean when we say that we are going to see that justice is done in a particular situation?

4. Life

Why is human life thought to be sacred?
Why is it wrong to take another person's life?
Is it ever justified to take another person's life?
Is capital punishment justified? Why or why not?
Is euthanasia (passive or active) ever justified?
Does a terminally ill person have a right to request that a doctor end her or his life?
Is suicide ever justified?
Is killing in self-defense or wartime justified? Why or why not?

5. Truth

Why should we generally tell the truth?
Is it ever right to lie? If not, why not? If so, give examples and reasons.
What could happen if everyone lied most of the time?
What would happen if everyone always told the entire truth?
Is there such a thing as a "white lie?"
Why do we consider truthfulness to be a good quality?
What do we mean when we say, "She told the truth?"
Is lying unfair to the other person?

6. Civil Rights and Social Justice

Where do our civil rights come from? How do we get them? Why do we have them?
What does it mean to have equal rights? To have equal opportunity?
Are there limits to a person's civil rights?
How are these limits set and who decides?
What happens when one right conflicts with another; e.g., free press and fair trial?
How do we decide which rights are most important?
What rights should people have when the police think they may have committed a crime?

7. Governance

Where do governments come from? Where do they get their power?
Why do people generally obey the government?

Why do we have a government?
What is a "social contract?"
What would happen if we did not have any government?
What makes for a good government or a bad government?
Should the government be elected or appointed? Why?
What are the characteristics of a good citizen?
Is it ever right to overthrow the existing government? If so, under what circumstances? If not, why not?
How much responsibility do people have to be sure their government stays on the right course? If necessary, should they risk their lives to assure this?
How should an elected representative decide which way to vote on an issue: the way her or his party says; the way a majority of her or his constituents feel; the way she or he believes is right; etc.?

8. Family and Social Roles

What makes someone a good mother, father, son, daughter, etc?
What characteristics does a good friend have?
What obligations do we have to our parents, our children, our friends?
Why do we have families?
What roles do you have in society?
Should husbands and wives have equal rights and responsibilities? Why or why not?
Should children have equal rights with their parents? Why or why not? What rights should they have?
How should decisions be made in the family? Who should make them?
Should we treat our family or friends equally with our acquaintances? How about strangers?

9. Morality and Mores

What does it mean to say that something is moral or immoral?
What are the standards of morality?
How are these standards determined? Who decides them?
What happens if one person thinks a particular act is moral and another thinks it is immoral?
What is a conscience?
How does a person get a conscience?
Suppose there is a law which your conscience or your sense of what is right tells you is immoral. What should you do? Why?
Suppose we know what the morally right thing to do is. Why should we do it?

Typology of Questions Used in Developing Curriculum Patterns

After the teachers had acquired some understanding of moral development theory through this teacher education process and knew what basic ethical issues to look for in the curriculum, it was important to focus on specific teaching skills. Discussions are essential to any program of moral education (Kohlberg and Turiel, 1971). Teachers generally have skills in designing questions which facilitate discussions. Moral discussions, however, require special types of questions in addition to those which are common to most types of class discussions (Kohlberg, 1969, 1971).

The author developed a list of different types of questions to ask in a moral discussion based on what cognitive-developmental theory said was necessary in order to stimulate development. The teachers discussed these categories of questions and did an exercise in which they prepared a series of questions about a specific moral conflict situation which had at least one of every type of question. Videotapes of class discussions illustrated how these types of questions can be applied in actual practice. The following are the fifteen categories of questions that the teachers used in preparing curriculum materials and in conducting discussions and role-plays and specific examples of each type based on case materials reviewed by the teachers.

A. Questions dealing with the moral issues of the discussion:

1. Should/would questions ask students to look at the situation and say what they think should and/or would be done. Students compare what they believe should happen with what they think would happen and try to account for differences. "What do you think Sharon should/would do when confronted by the storeowner?"

2. Why questions ask for the thinking behind a statement. This is extremely important. "Why do you think Sharon should tell?"

3. Alternatives/consequences questions ask students to examine each of the alternative courses of action and the consequences of each. "What are Sharon's alternatives and what is likely to happen if she does each of those?"

4. Role-taking questions ask the student what she or he should/would do if they were one of the people in the situation being discussed. Conflicts between what they feel another person should do and what they should or would do can be examined. "What would you do if you were Golda Meir?"

5. Role-switch questions ask the students to look at the situation from the point of view of different persons in the situation. "You say Jill would want her to lie? Would the storeowner want her to lie? How will Sharon's parents feel if the manager calls them?"

6. Issue related questions focus attention on one or more basic moral/ethical issues. "Is it ever right to break the law?" "Is there a conflict between telling the truth and possibly saving someone's life? How can we resolve this conflict?

7. Universal consequences questions ask students to imagine what would happen if everyone behaved in a certain way. "Suppose everyone broke the law when they wanted?"

8. Analogous situation questions ask students what should/would happen if one key element of the situation were changed. If their ideas change ask them to account for the change. "If Jill were not Sharon's best friend, would that make a difference about whether she should tell or not?" "No? Well, why not?"

9. Suppose that questions ask students to assume for the moment that something has happened or is different in the situation and to make a judgment on that basis. "Suppose that Mr. Peterson keeps quiet about the picketing of the cafeteria and several students were injured in a fight. Would he be responsible for what happened?"

10. Some people say questions ask students to respond to points of view which are often taken on an issue. "Some people say that the reason we have laws and police to enforce the laws is so that there will be order in society. Do you agree? Why?"

11. Personal experience questions ask the students if they have ever experienced anything like the situation being discussed. "Have you ever been in a situation where you were with someone who shoplifted something? How did you deal with it?" "Have you ever been in a situation where it seemed like it would be better to lie than to tell the truth?"

12. Justice questions ask students what would be the fair or just thing to do in a particular situation. "If Sharon wanted to be as fair as possible to everyone involved—Jill, her parents, the storeowner, etc.—what should she do?" "What would be a fair punishment?"

B. Questions for facilitating discussions:

1. Clarifying questions ask students to make the meaning of their own statements clear. "What do you mean by justice?" "Are you saying...?" "Could you explain what you mean by that?"

2. Perception checking questions determine whether or not other students understand a statement that an individual has made. "Joan, will you tell me in your own words what Sam said?"

3. Interstudent participation questions ask one student to respond to the statement of another student. "Sally, what do you think Charles said?" "Jane would you respond to what Mike has just said? It seems different from what you would say."

Teachers spend considerable time learning how to conduct moral discussions after reading and discussing the steps. They were participants in discussions themselves, analyzed videotape examples of classroom discussion, saw live discussions with various age level students and conducted discussions among themselves. This intensive experience helped the teachers to develop their leadership skills for moral discussions. But discussions are not the only or necessarily always the best means for stimulating moral development in students.

The teachers also learned to use various types of instructional strategies to focus on moral issues and to stimulate students' thinking and development. Some of these strategies include: role-playing, discussions, debates, interviewing, class meetings, films, individual and small group work, journals, writing assignments, etc. Using different strategies to approach moral issues gives the student a rich and varied experience. They are less likely to get bored than if only one instructional technique is used. The author provided examples of how these techniques have been used in various curricula and worked with the teachers in applying these strategies to their own classroom.

Supervisory Questions

The teachers had been exposed to the basic instructional techniques for a program in moral education by this stage of the workshop program. They were also in the process of developing curriculum materials which would be used with the courses they taught. These materials purported to reflect a cognitive-developmental approach to the stimulation of moral growth. The teachers were ready to use these materials in the classroom, to actually attempt to do moral education.

Although there would be some supervision by the project staff most of the moral education lessons would be done by the teacher alone during the school year. There was a need to give teachers some framework for analyzing what they did in class when no supervisor was present. A checklist of questions was developed which highlighted the important aspects of moral education lessons. The questions were developed after extensive reading of the literature which related to supervision of moral education classes (Paolitto and Hersh, 1976; Paolitto, 1977; Fenton, 1976; Hersh, Paolitto, Reimer, 1977). The questions were designed to be reviewed prior to teaching a lesson as well as afterward. The questions served as a reminder for the teacher of what she or he would have to do during the class. Afterwards, the teacher could use these questions to review what occurred during the class and to evaluate how effectively she or he stimulated moral thinking by the students.

The supervisory questions were also used by the author when visiting teachers' classes. Since the teachers were familiar with the supervisory questions, they knew what the author would be looking for in a lesson. The author's observations about the lesson in the supervisory session after the class were based on these questions. It provided a common ground for teacher and supervisor.

Guidelines for Teacher Supervision

I. Teacher Actions During Class

A. Teacher Questioning

1. Did the teacher ask what the person in the situation would do?

2. Did the teacher ask the students what they would/should do if they were in that situation?

3. Did the teacher ask why?

4. Did the teacher encourage the students to ask each other why?

5. Did the teacher encourage the students to discuss which reasons were better?

6. If most students are on one side of the issue, did the teacher ask the questions to force the stronger side to look carefully at both sides of the question?

7. Did the teacher relate the discussion to previous discussions of moral issues?

B. Teacher Attitudes Toward Discussion

1. Did the teacher listen carefully to students and try to understand their reasoning and frames of reference?

2. Was the teacher able to go with an idea or question a student brought up?

3. Did the teacher make it clear that being undecided is okay?

4. Is the teacher able to tolerate incompleteness or lack of closure to the lesson?

C. Classroom Management

1. Did the teacher encourage student-to-student participation?

2. Did the teacher encourage participation by the students not raising their hands?

3. Did the teacher reinforce the contributions of the students who don't usually participate?

4. How did the teacher deal with disruptive students? Was it consistent with the aims of the moral dilemma? Was it fair?

D. Teacher Point of View

1. Did the teacher express a point of view on the issue? Did this put down any students who disagreed? Were the students able to argue against the teacher's point of view?

2. Was the teacher biased on the issue?

3. Was the teacher's bias clear to the students?

II. Student Behavior

A. Did the students understand what the fundamental moral question was?

B. Did the students listen to each other's reasons?

C. Did the students consider each person's point of view?

D. At what points were the students most interested?

E. When were they bored?

F. Which students raised their hands? Which were called on?

III. Ethical Analysis Categories

A. Did the teacher get to the fundamental moral question; e.g., Is it ever right to steal? Why do we have rules? Were various alternatives analyzed?

B. Were the consequences of various actions discussed?

C. Did the teacher ask the students to apply the decision they made in one situation to other similar situations?

D. Was the dilemma modified in any way to facilitate discussion?

E. Did the teacher use analogous situations? Were they appropriate?

F. Were definitional and factual questions separated from ethical questions?

G. If a substantial number of factual claims were involved, did the teacher have the students examine these facts? Where do these facts come from? Does the author have a bias? Is the author an expert? Is there supporting evidence?

H. Were any questions leading or slanted?

I. Were value-loaded words used?

IV. Small Groups

A. If small groups were used, did they keep to the assigned task?

B. Was the assignment to each group clear?

C. How was the group composition decided?

D. Did the teacher appoint a discussion monitor?

E. Did the groups achieve the objective(s) of the lesson?

V. Questions to Ask Teachers After Class

A. How did you feel the class went?

B. When during the class did you feel good? When unhappy? Why?

C. What did you see as the central moral question in the lesson?

D. Did you feel that the materials used were appropriate?

E. How would you teach this same lesson again to a similar group of students? What would you keep? What should be changed?

Atmosphere of the Classroom

Interaction which leads students to consider carefully their own moral thinking is the key to ethical development. This interaction takes place between the teacher and the student, between the student and other students, and within the individual student. The teacher must create an atmosphere in the classroom where students feel secure to express their thinking and to exchange ideas freely with others. Discussing moral issues requires students to share personal opinions, feelings and ideas. For this to happen the teacher needs to establish an open, accepting, fair atmosphere in the classroom. There must be mutual respect between the teacher and students and among students. Fostering this respect and trust is one of the necessary prerequisites for moral development to occur. There are several things which the teacher can do to encourage this atmosphere:

1. From the start the teacher must model certain behaviors with which the students may not be familiar, such as active listening. The teacher must listen carefully to the students words, feelings and intentions. Most students have not participated in discussion where people must really listen to one another. The teacher must model careful listening, teach listening skills to students and encourage students to listen to one another.

2. Facilitating teachers are not authoritarian although they realize that they are adults and have different roles as teachers from the students. Authoritarian teachers do not usually share their thinking or the reasons for that thinking with children. They simply demand total acceptance of their points of view or statements. This may be done subtly or directly. "Because I said so" is not a reason which stimulates moral thinking although occasionally it may be necessary.

3. The teacher also needs to make a special effort to understand the students' points of view. Students are likely at a different developmental level from the teacher. They see the world in a different way. The teacher must make an effort to put himself or herself in the place of various students. How are they seeing the issue which is being discussed? Understanding the students' perspectives is essential if the teacher is to carry on a discussion, ask questions and make responses which are meaningful to the students. If teachers do not take this into consideration their comments and questions may "go right over the heads" of the students. The teacher may be able to take the perspective of the students while the students may not be able to take the teacher's perspective. But the teacher should constantly try to develop among the students the skill of putting oneself in another's place.

4. Creating a non-judgmental atmosphere in the classroom does not mean that thinking must be accepted without question, unconditionally. Students may well advance ideas which are morally unacceptable. "Hitler was right to try to exterminate the Jewish people." Respecting students' opinions does not mean that the teacher must accept this statement as legitimate. The teacher must respect the right of a student to hold a particular point of view but he or she does not have to regard each point of view as equally acceptable or good because a student holds that point of view. The teacher may question and probe any point of view and should present contrary points of view when they are not generated by the students. It is most difficult for the teacher to listen and understand a student's prespective when that perspective is totally opposite that of the teacher. A special effort should be made however.

The teacher is most effective at stimulating change when he or she understands the student's perspective and can ask questions and build arguments which are understandable to the student. Simply making the student feel that he or she is stupid, foolish or evil is not likely to change a person's thinking. It may in fact, confirm them.

5. One way to be sure that you have understood a student's point of view is to paraphrase or repeat it for the student. "Are you saying that Sharon should tell Jill's name because if she doesn't she could get in trouble with the law?" The student can then say, "Yes, that's what I meant," or "No, I meant . . ." The student has an opportunity to correct any misstatement of his or her position and the teacher must listen carefully to what the student says.

6. Try to avoid questions or comments which cut off student interaction. "Give me the reason that Laura's solution is best." This type of question tends to close off discussion, especially when asked early in a discussion and when the judgment of "best" is the teacher's. Instead the teacher might ask "What are some of the reasons why Laura's solution might or might not work?" This encourages a wide range of student responses.

   Statements like, "That's not a very good reason" or "I wish you'd do more thinking about this like Tom has" tend to close off discussion. These put downs also make it less likely that students will participate in future discussions. These sorts of statements can also be conveyed by facial expression. Your words may say one thing while your face says something entirely different. Not only are these kinds of behavior unproductive, they are also unfair to the student.

7. To be a good listener and foster a trusting, open atmosphere in the classroom the teacher does not have to give up any personal views. It is possible for the teacher to express his or her opinion and not close off discussion. In fact, students expect teachers to have opinions and want to know what they are. The important thing is to express your opinion at the proper time and in a way which does not say, "This is the answer." Students must be free to disagree with, challenge and question the teacher's point of view. This will be described more fully in a later section on discussion skills.

8. Establishing an open and accepting atmosphere does not mean that the teacher must accept all behaviors by students. But in dealing with negative behaviors the teacher should try to be fair and reasonable and call on other students to help deal with them. This will be more fully discussed in a section on discipline.

9. Do not expect to establish an atmosphere of trust, respect and fairness overnight. It takes time and effort. Unfortunately most students have not had experience with this before and need time to develop the skills, capacities and attitudes necessary. But keep at it.

General Discussion Skills

Whole class and small group discussions are a very significant way to stimulate moral or ethical development in students. Students have an opportunity to focus on significant moral issues, to listen to other people's points of view, to examine others' ways of thinking and in turn have theirs examined, to look at alternatives and consequences, etc. There are a number of ways in which discussion can be facilitated. You may already use some or all of these techniques.

I. Encouraging Participation

Quite often a few students will do most of the talking in a discussion. This may not be bad some of the time but wide participation is necessary if students' thinking is to be stimulated. As few as 20% of the students may do 80% or more of the tlaking.

You as the discussion leader or a student whom you appoint to be discussion leader should be aware of this potential problem. If you use small groups those who talk a great deal can be placed in one group and the other students in one or more other groups. The students who do not talk as much will not be overwhelmed by the talkative students nor will they be able to rely on them to carry on the discussion.

One way to assure that each student has some basis for participation in the discussion is to give them a few key questions about the issue to be discussed and have them write out responses and reasons for their responses. You may or may not wish to collect this written work after the discussion. You may even want the students at the end of the discussion to write out in what ways, if any, their ideas have changed from what they wrote before the discussion. This written material can form the basis of a strong discussion. Each student can be called upon to read what he or she has written if this seems desirable.

During a discussion the leader may call on non-participating students: "Sally, what do you think about the problem? Should we have capital punishment or not?" It is also a good practice to encourage students to react to one another. You might select a student who has been listening but not participating and say, "Do you agree with what Bob said, Sam?" Students can also be encouraged to ask these questions of one another. Each student should feel that his or her point of view and participation is important.

If a few students still dominate class discussions another technique is to assign a number, 1 to 5, or whatever seems appropriate, to each student. The "ones" then discuss the topic for a set period of time while the others listen. The "twos" then discuss for an equal amount of time while the others listen. You can concentrate the most talkative students in one or two groups. The leader may then have to work actively to get the groups of non-talkers to participate.

Calling on students should not be used to punish students for not paying attention nor should it put a student on the spot. This seems to decrease the amount of student participation. Try to be sure that the students will be able to answer any questions you ask when attempting to bring them into a discussion.

Another way to encourage participation is to go around the class and ask each student to give his or her opinion about the issue under discussion and to say why they hold that opinion. Clarifying questions can be asked as students give their opinions. In this way each student has a chance to express his or her ideas. Other students can be encouraged to respond and ask questions as opinions are expressed.

The fish bowl technique is a way to give students immediate feedback about their behavior in a whole class discussion. Students are paired off. One member of each pair participates in the discussion while the other member observes his or her partner's participation in the discussion, possibly taking notes. The paris get together at the end of the discussion - and possibly at several points during the discussion - and the observers give the discussants feedback about their participation in the discussion. Such feedback can include: how many times the discussant participated, whether his or her comments were relevant, the good things which the discussant did, etc. The roles can then be reversed with the observers participating in the discussion and the other people observing. General comments about the discussion by the observers can be shared with the group. Often the observers can see problems in the discussion and ways in which it can be improved.

While any physical arrangement is feasible for discussions, a circle has a number of advantages in stimulating participation. The students can all see one another. They can focus their attention on the speaker. It may allow the teacher to be less of a dominating force. Students may feel more free to respond to other students rather than going through the teacher. Research has shown that most dialogue in classrooms goes between teacher and student with very little direct discussion between students. Students must learn to interact with peers and within themselves if they are to develop in their moral reasoning.

In all of this duscussion of ways to encourage students to participate we must keep in mind the right of students not to participate. Sometimes a student's feelings are personally involved in an issue and he or she does not wish to say anything. For this or any other reason we must respect the rights of the students. Otherwise we would not be acting in a very ethical manner. But we must also be careful that students are not using this as a way to escape from participation in discussions.

Summary of ways to increase participation

1. Small groups with talkative and non-talkative grouped separately
2. Students write out responses to questions before discussion
3. Leader may call on non-participating students
4. Assign numbers to students with each number group discussing for a specific period of time
5. Ask each students to express his or her opinion
6. Fish bowl technique
7. Use of circle arrangement

II. Use of Groups in Discussions

Small groups can be very useful in discussing ethical issues. Students sometimes feel more at ease in a smaller group and better able to express their thinking on an issue. This may increase the number of students who participate. Often many students want to express their ideas on a particular topic. In a large group discussion not all of these people will be able to participate. Small groups allow many students an opportunity to talk.

Classroom Activities for Stimulating Moral Development

1. Discussions involving the whole class or small groups are very effective in stimulating students to think about moral issues. These discussions can focus on a single moral dilemma, e.g., Should Sharon tell the storeowner Jill's name?; Should Carter Druse shoot the enemy horeseman knowing that it is his father? Moral dilemma discussions focus on one specific issue or problem to be resolved. But other moral issues can be developed out of the original dilemma. For instance in the Heinz dilemma in this packet the central moral problem is whether or not Heinz should steal the drug which might save his wife's life. This would be the major focus of any dilemma discussion of the moral issue. But several other issues for discussion can be developed out of this dilemma as well. Is it ever right to steal? If Heinz does steal the drug and is caught should he be put in jail or not? But moral dilemmas tend to focus on a central moral question or decision.

   When using other sources of moral issues than specifically prepared dilemmas, e.g., plays, movies, novels, short stories, historical situations, etc., there may be several important moral issues to be discussed. In the course of a class period one or more of these may be discussed. A play like "Look Homeward, Angel" by Thomas Wolfe presents a number of issues. Is Eugene justified in breaking away from his mother? Did Laura unfairly use Eugene? Do Eliza and W. D. Gant treat each other fairly? What responsibilities do parents and children have to one another? These and other questions might all be pursued in the course of a discussion. If small groups are used each group can focus on one of these issues and report back to the group. In this way the multiplicity and complexity of moral issues in this type of source material can be dealt with fully.

   Specific suggestions for how to conduct discussions are included with this packet.

2. Role playing is another very effective means to stimulate consideration of moral issues. Not only do students discuss specific moral issues in this process, they also gain in empathy for others, in their ability to see other people's points of view and in their appreciation for the differences between people.

   Specific details on role playing are included at the end of this section.

3. Interviewing other students, teachers, parents, etc., is also a good way to promote the moral development of students. Students get to interact in meaningful ways with adults and peers. They have to prepare for these interviews: decide what moral issues should be discussed, develop questions, think of moral conflict situations to discuss with the interviewee, etc. Then the students interact with the person being interviewed. They must try to understand that person's point of view. They may challenge the interviewee's moral reasoning and in turn have their own challenged. Students can learn how adults and others think about important moral questions.

   The possible range of individuals who can be interviewed is extensive. An elementary class looking at school rules might want to interview teachers or the principal. A secondary class studying treatment of the Indians in America in the 19th century might wish to relate this to today by interviewing representatives of both sides in the fishing controversy. An English class reading "Inherit the Wind" might want to interview a teacher or principal about censorship and freedom of speech in the public schools. Health students could speak with some individual from the community about alcohol or drug abuse.

   Some specific suggestions for conducting these interviews are included at the end of this section.

4. Students can also be organized to debate moral issues. Groups of students can be assigned to prepare the arguments on each side of a moral issue. There are several ways of organizing debates:

   a. The class is divided in half with each group taking one side. After each side prepares its arguments the two groups sit facing one another. One side presents one or more of its arguments and responds to questions from the other side. Then the second group presents its arguments and answers questions. General discussion may follow the presentation of arguments. Students can be given a writing assignment to summarize arguments on both sides and present their own point of view.

   b. Two small groups can be selected to prepare the arguments on either side. Another group or groups might be assigned to assemble relevant facts. The remainder of the class could be given some other assignment while the groups are preparing the material for the debate. This group will act as judges group.

   To help students prepare for the debate you might give them a list of questions which they should consider. These can be directly related to the issue being debated. The general sorts of questions listed in the Typology of Questions in this packet may also force students to look at aspects of the issue which might otherwise be ignored. "What would happen if everyone acted in the way you are suggesting? Have you taken account of all the people who are affected by this issue?"

5. Films or filmstrips may be used as the basis for discussion of moral issues. Film as a medium has great appeal for students today. If all or most of the class has seen a contemporary commercial film like "Julia," "Godfather," etc., the moral issues included in it can serve as the basis of a discussion much as you might discuss a novel or short story. Many of these films are powerful morality plays in their own right.

   Films may also be rented which highlight moral issues in the curriculum. In a course on U.S. westward expansion in the 19th century one might view such films as "Cheyenne Autumn," "Soldier Blue," "Little Big Man" as a basis for discussing relationships with the Indians. Questions can be developed for these films as for any other moral discussion.

   Learning Corporation of America has put out a series of excerpts from feature films which highlight ethical questions. The Tacoma Public Schools film library has several of these.

   Guidance Associates and Winston Press have also put out several series of dilemmas in filmstrip format on moral issues. We have a number of these filmstrips which are available to Ethical Quest teachers for use.

6. Television can also be a source of curriculum materials. Elementary students studying the family and family rules can watch and analyze T.V. shows about families. Students can discuss the moral issues raised by such special programs as Holocaust, and Roots. News specials and documentaries like Nova or 60 Minutes also provide much material suitable for discussions. Almost all T.V. shows, even regular series, have some moral or ethical issues in them. Students could be assigned to watch several programs and make a list of all the moral or ethical issues which they observe. The solutions presented by the program can be discussed and the situations might even be role played. The morality of T.V. programs can be analyzed.

   Students spend thousands of hours watching T.V. before they reach the age of 18. We can use this medium as a means to stimulate discussion of moral issues. As students begin to see that there are moral issues inherent in programs on T.V. as a result of specific assignments they may also become more aware of these issues in other programs which they watch. They also can be made more intelligent and critical observers of T.V. programs.

7. Writing assignments help students to focus on moral issues. These assignments can range from a few sentences telling how a student feels about an issue and giving reasons why, to long formal essays which focus on a specific moral question or questions. Some suggestions for writing assignments include:

   a. Have students write out their position on a moral issue and the reasons before beginning a discussion.

   b. After a discussion have students summarize the arguments on both sides of the issue. Students may also be asked to evaluate these arguments from their own point of view.

   c. After a discussion or debate have students write how their own ideas were affected by the discussion.

   d. Have students write a paper defending the opposite point of view from the one they hold.

   e. Have students keep a journal in which they write responses to class discussions, debates, reading assignments, etc.

   f. Have them keep a journal in which they write about moral questions or issues observed daily in school, on T.V., in the newspapers and in their daily lives. They might make a list of those observed and write responses about some of them.

   g. Have students write a paper from the point of view of one or more of the people involved in a moral dilemma.

   h. Examine the behavior, values, etc., of one or more of the people in an ethical decision situation.

   i. Students can write out responses to several questions which are used as the basis for discussing an issue.

   j. If a situation is being discussed which does not have a definite ending, students can be asked to carry on the story and show what happens and why.

   k. Students can do additional investigation of an issue and write a report.

   l. If students interview peers or adults outside the classroom, they can submit a written summary of the interview. They might give the interviewee's answers to certain questions and their own feelings about the interview.

   m. Students can write the dialogue for a role play of a moral decision question.

   n. Students can write their own moral dilemma situations around specific moral issues. These may be discussed in class if the authors agree and it seems appropriate.

   Be sure in all of this to emphasize the importance of giving reasons in these writing assignments. Writing about moral issues forces students to think about moral issues in a concrete, organized way. It also can be a very effective way to get students who do not participate in discussions to express their opinions and reasoning.

8. Written arguments on one side or both sides of a moral issue can be presented to students for their consideration. For example, a list of reasons why Sharon should tell the storeowner Jill's name could be presented to students. They could be asked to rank these reasons from the best to the worst in their opinion and write a response to each reason. Or each reason could be discussed in class either instead of or in addition to writing a response.

   This process can be used effectively if all or most students feel one way on an issue. The arguments on the other side may not be considered unless they are brought out in this or some other way. Students are forced to confront arguments which conflict with their point of view.

9. Class meetings allow students to experience working cooperatively together on projects and problems or issues which arise in the classroom or school. Some meetings focus specifically on moral issues. But others involve making plans for class projects, sharing things which have happened to students, etc. These meetings may involve moral issues but they are more implicit than explicit.

   Information on the use of class meetings at the elementary level is included at the end of this section.

10. Cross-age discussions allow students of different ages and developmental levels to interact with one another in discussing moral issues. In an elementary school students from different grade levels could be brought together to discuss various issues. Older students can learn to lead discussions and then act as small group discussion leaders with other grade levels. In learning to lead discussions the older students benefit by developing better discussion skills. In effect they have to learn what it means to be a teacher. All of the research on cross-age teaching suggests that the students who act as teachers benefit greatly in both increased skills and self-esteem. Having a real, responsible role to fulfill stimulates higher levels of maturity in students.

    The younger students benefit from having discussion leaders for their small groups. It may make it easier for the teacher to manage a large number of small groups with the help of these students. The older students can also function then as leaders in groups at their own level as well.

    At the junior high or high school level students can also be trained to lead discussions at other levels within their own school or at another school, e.g., 9th graders working with 7th, 12th graders with 10th, 11th graders with 8th or 5th graders, etc. Once again both groups benefit. The students who act as discussion leaders have the experience of having a responsible role and learn new skills. The other students participate in supervised discussions.

11. Individual and group projects can be used effectively to deal with moral issues. Projects allow students to investigate particular moral questions in depth. Group projects give students the experience of working cooperatively with peers. This in itself can be developmental for students. Projects can develop from an issue which is discussed in class. Students may wish to find out more about a particular issue like welfare. This may involve library research, interviewing individuals on welfare, welfare administrators, legislators, other citizens, etc., attending meetings and just careful thinking. Reports on group work can be done orally to the class, in written format, on tape, visually, etc. The teacher should be careful that students focus on the ethical or moral issues in their reports.

    Discussion of moral issues may also lead the students to plan action projects. One class decided that their high school needed a mechanism for students who felt they had been treated unfairly by a teacher or the administration to have their case considered. So they planned, lobbied for and had adopted a board of appeals for the school consisting of students, faculty and administration. Students may also decide to participate in election campaigns, work on one side or the other of a referendum, work as a volunteer in public programs or agencies, volunteer at a nursing home, etc. The possibilities are quite broad. The major role of the teacher is to be certain that the student thinks about and examines the experience he or she is having. What are the moral issues which come up associated with the project? How were they resolved? Should something else have been done?

These action projects give students the experience of doing something, of having an effective, responsible role, of being part of the adult world.

12. Puppet shows at the elementary level can be used to dramatize moral issues. Students can take a moral dilemma, create dialogue for the characters and then make puppets to act out the dialogue. This is a form of role playing using puppets. The puppets can act out the moral dilemma and then act out one or more solutions to it. Students who watch the show can then discuss the moral issue and the solution or solutions which were acted out. These puppet shows can also be put on for lower grade level students. The puppets are interesting and involving for the elementary students.

13. Dilemma pictures simply show a situation which might involve a moral issue. Students are asked to say what they think is happening in the picture. If there seems to be a moral conflict they are asked how this can be resolved. Pictures might be especially drawn for this purpose or taken from magazines or newspapers. Another source is for the teacher to take photographs which illustrate moral issues. Students might even set their own moral dilemma scenes and take pictures. These pictures could then be discussed with other students after questions were developed about them.

14. Games may be developed for use at all age levels. A group of elementary teachers working on a unit about school rules developed a board game for students which centered on school rules. The objective is to get around the board by throwing dice. But at various points different school rules are encountered. Students learn about rules, how they are enforced, the frustrations of individuals who run afoul of the rules system, etc.

    Commercial board games may also stimulate the discussion of moral issues. A game like "Diplomacy" which encourages lying, breaking one's word, etc., as possible means for winning can be the source of good discussion. Other simulation games can provide many topics for discussion.

    Health games, literature games, history games can all be created. But it is important that there be a focus on the moral issues. These issues can develop from the content of the game or from the interaction of students when they play the game.

TYPOLOGY OF QUESTIONS

A. Questions Dealing with the Moral Issue of the Discussion

1. Should/would questions ask students to look at the situation and say what they think should and/or would be done. Students compare what they believe should happen with what they think would happen and try to account for differences. "What do you think Sharon should/would do when confronted by the storeowner?"
2. Why questions ask for the thinking behind a statement EXTREMELY IMPORTANT. "Why do you think Sharon should tell?"
3. Alternatives/consequences questions ask students to examine each of the alternative courses of action and the consequences of each. "What are Sharon's alternatives and what is likely to happen if she does each of those?"
4. Role-taking questions ask the student what he or she should/would do if they were one of the people in the situation being discussed. Conflicts between what they feel another person should do and what they should or would do can be examined. "What would you do if you were Golda Meir?"
5. Role-switch questions ask the students to look at the situation from the point of view of different persons in the situation. "You say Jill would want her to lie? Would the storeowner want her to lie?" How will Sharon's parents feel if the manager calls them?"
6. Issue Related questions focus attention on one or more basic moral/ethical issues. "Is it ever right to break the law?" "Is there a conflict between telling the truth and possibly saving someone's life? How can we resolve this conflict?"
7. Universal consequences questions ask students to imagine what would happen if everyone behaved in a certain way. "Suppose everyone broke the law when they wanted?"
8. Analogous situation questions ask students what should/would happen if one key element of the situation were changed. If their ideas change ask them to account for the change. "If Jill were not Sharon's best friend, would that make a difference about whether she should tell or not?" "No? Well, why not?"
9. "Suppose that" questions ask students to assume for the moment that something has happened or is different in the situation and to make a judgment on that basis. "Suppose that Mr. Peterson keeps quiet about the picketing of the cafeteria and several students are injured in a fight. Would he be responsible for what happened?"
10. "Some people say" questions ask students to respond to points of view which are often taken on an issue. "Some people say that the reason we have laws and police to to enforce the laws is so that there will be order in society. Do you agree? Why?"
11. Personal experience questions ask the students if they have ever experienced anything like the situation being discussed. "Have you ever been in a situation where you were with someone who shoplifted something? How did you deal with it?" "Have you ever been in a situation where it seemed like it would be better to lie than to tell the truth?"
12. Justice questions ask students **what** would be the fair or just thing to do in a particular situation. "If Sharon wanted to be as fair as possible to everyone involved--Jill, her parents, the store owner, etc.--what should she do?" "**What would** be a fair punishment?"

B. Questions for Facilitating Discussions

1. Clarifying questions ask students to make the meaning of their own statements clear. "What do you mean by justice?" "Are you saying . . .?" "Could you explain what you mean by that?"
2. Perception checking questions determine whether or not other students understand a statement that an individual has made. "Joan, will you tell me in your own words what Sam said?"
3. Interstudent participation questions ask one student to respond to the statement of another student. "Sally, what do you think Charles said?" "Jane, would you respond to what Mike has just said? It seems different from what you would say."

Elements in Discussing Moral Issues

1. Before discussing the moral issue or question be sure that the students understand all the basic facts of the situation. If you are using a dilemma, a short story, novel, historical situation, or whatever, be certain that the students understand the basic elements. You might ask one or more students to review what has happened in the situation. You may have to ask specific questions to get at things which the students forget. It is important that everyone has a common basis of factual material for the discussion.

2. What is the basic moral question? Focus student attention on one fundamental moral question. "Should Sharon tell the store manager Jill's name or not?" "Should Heinz steal the drug for his wife or not?" "Should Carter Druse shoot the horseman even though he realizes that it is his father?" Students may be asked to determine what the central moral issue is.

3. Get students to state what they feel should be done. You might ask members of the class to signify by raising their hands whether they feel that Sharon should tell or should not tell or if they are undecided. This will give you a basis for determining what sorts of questions should be asked. If you are planning to use small groups determining how the class feels about the issue may help in assigning students to groups.

4. If most students feel that one thing should be done in the situation you may have to be prepared to modify the situation. For instance if almost all students feel Sharon should tell, you might be prepared to ask something like, "Well, suppose Jill were her sister and not a friend. Should she tell then?" These changes in the situation can be introduced during the discussion.

5. Get students to say what they feel should be done and why. It is especially important to ask for reasons. Possibly the most important question the teacher can ask during a moral discussion is Why? Students must examine their own reasoning if they are to develop more complex moral thinking. The teacher and students should be saying "Why?" or "Could you explain that?" almost continuously during a discussion. The main arguments about the moral question should be brought out and examined.

6. The teacher may then want to examine the alternative actions or solutions to the moral decision situation. "What alternatives does Sharon have?" "What possible things could Heinz do given the situation he is in?" Students can brainstorm all the alternatives which the person has. A list may be made on the board.

7. The next step is to examine what the consequences would be if each of these alternatives were adopted. "What might happen if Heinz stole the drug? What would be the effects for himself, his wife, the druggist, society?" "What is likely to happen if Carter Druse does not shoot his father? What will happen to the Union troops? What effect will it have on him?" Students must put themselves into the places of different people in the situation and attempt to decide what affect certain actions will have.

8. One problem which sometimes arises in a discussion is the use of "value loaded" language. Teachers must be alert for this type of language and deal with it, e.g., welfare cheaters, free enterprise system, the democratic way, reverse discrimination, an eye for an eye, etc. People use these to persuade others that what they are saying is right by playing on their emotions. By identifying their own arguments with "good" symbols and the opposition with "bad" symbols

they attempt to persuade others to agree with them. Students should be made aware of this type of language and any use of value laden language should be examined.

9. As students state their original positions on the moral issue and their reasons and examine alternatives and consequences they will begin to arrive at a tentative position on the moral issue. At this point it is important that students examine carefully the judgment which they are making. There are several ways to test the adequacy of a position or an issue. Initially the teacher may have to pose these questions to the students but a goal should be to teach the students to ask these questions of themselves and one another.
   a. The new cases test asks a person to determine what value judgment he or she is making and apply it to other similar situations to see if it also applies to them. If so, it strengthens that value judgment. If not, the value judgment may have to be modified or even abandoned. "Sally, it sounds to me like you are saying that Sharon should not tell because loyalty to friends is more important then helping to catch someone who has broken the law. Is that what you are saying? Well, suppose that you knew a close friend had killed someone who had cheated that friend in a business deal. Would you tell in that case? Why or why not?"
   b. The role taking test asks students to put themselves in the place of someone affected by the application of the value judgment. Can the students still accept the judgment as it applies to them in those roles?" If you were the storeowner would you think it would be right for Sharon to keep quiet?" If you were Jill how would you feel if Sharon told the storeowner your name?"
   c. The universal consequences test asks students what would happen if everyone acted in the way they prescribe. Do they feel it would be right for everyone to act in that way when they are in a similar situation? "Do you think that everyone should steal in order to save someone's life, like Heinz did?" "Should everyone who knows that a friend has committed a crime be loyal and keep quiet?"
   d. The veil of ignorance test asks students to imagine that they will be one of the persons affected by the moral decision but they do not know which one they will be. In the Heinz story, they could be Heinz, his wife or the druggist. Knowing that they have an equal chance to be any one of these people do they still agree with what they said should be done?" "Let's suppose that after you make your decision about what should be done you are going to draw a lot out of a hat which will have on it either Heinz, Heinz's wife or Druggist. Whichever one you draw you will become that person in the situation and have to live with the decision you make now. You have an equal chance to become any one of those three people. Do you still think Heinz should not steal the drug?"

10. Each of the preceeding steps involves teachers in asking questions and challenging students' thinking. The teacher should make the students think about the implications of what they are saying. The teacher constantly asks questions which cause the students to examine their own points of view on the moral issue. One aim of course is also to teach students to ask the kinds of questions which the teacher asks. This is done informally as the teacher models the process of asking questions during a discussion. The teacher may also explicitly point out to students the kinds of questions he or she is asking and have students come up with similar questions. In one day's discussion the students might be told to work on asking one another one particular type of questions, e.g., why questions, role taking questions, universal consequences questions, etc. In that way students develop skills

to be able to carry on the discussions among themselves and also develop the habit of asking these kinds of questions of themselves when they face a moral decision.

11. Another problem which the teacher will face is when the students ask, "What do you think should be done?" At that point you must make a decision. Is it appropriate for you to give your opinion or not?

    a. If you do not give your opinion the students may think you are simply hiding behind a mask of objectivity while you actually manipulate the discussion to go in the direction you wish.

    b. You are asking students to reveal their thinking and points of view and reasons for them and yet in their eyes you may not seem willing to do the same yourself. Is this a process which only applies to students?

    c. If you do give your opinion will this be treated as the "right answer" and put an end to meaningful discussion?

    If you decide to give your opinion be sure to give the reasons for the opinion and open your opinion up to the same sort of questions to which you subject students' reasoning. You should make it clear that students should not accept what you say because you are the teacher. If they are persuaded to agree with your opinion it should be because of the reasons you give and not because of your authority as teacher. Students must be free to questions your point of view and to reject it. The students' ability to do this depends on the atmosphere which is established in the classroom, a topic which is discussed in another section. There are many advantages to expressing your opinion if you can do it in a way which encourages discussion and models a process for reasonable decision making about moral issues. If you decide to express your opinion however consider the following:

    a. Giving your opinion at the start of a discussion may lead some students to adopt your ideas and reasons without examining their own thought. Sometimes students are overly impressed with our thinking or feel they will impress the teacher by agreeing. Do not be afraid to say that you do have an opinion but you would like to wait until later in the discussion to express it. But don't forget to do it later! Otherwise students may see this as a dodge and you as someone who does not keep his or her word.

    b. Giving your opinion may make you the focus of the discussion. You need to be aware of this and deal with it if one of your goals is to keep yourself out of the center of the discussion in order to allow student to student interaction.

    c. But if you have not formed an opinion yet do not be afraid to say so. You might explain why you are undecided or what things make it difficult to decide. Students often think it is easy for adults and they already have all the answers. It is important to show students that it is "all right" to be undecided and trying to make a decision. Complex problems are often difficult to decide and the students should be aware of this.

    There are advantages to expressing your opinion but there are also dangers. Students perceive the teacher as an adult actively involved in thinking about moral issues and making decisions based on reasons. But it does depend upon how you go about expressing your opinion. It can be very helpful or very harmful.

12. During the course of a discussion students may be dealing with materials or questions which use differing levels of personal involvement for the students. Students may be discussing:

    a. What should the people in moral decision situation do?" What should Sharon do?" This level asks students to make judgments about what other people should do in a particular situation. It may seem relatively distant from the students themselves.

    b. What would/should you do if you were in that situation? "What would/should you do if you were in Sharon's place?" Here students must try to place themselves into the situation and try to say what they would/should do. This level personalizes that situation more for students. They can also compare what they feel Sharon should do and what they would/should do if they were in that situation. Some students may object to these kinds of questions arguing that a person does not really know what he or she will do in a situation until they are actually in it. You should acknowledge that this may be true but it is possible to describe what you think you would do. You might also say that thinking about what you would do may make it easier to decide what actually to do if you ever get into a similar situation. You can also emphasize that you are developing a process of analysis and decision making which can be applied to any situation.

    c. Have the students heard what has happened in real situations which are similar to the one being discussed? "Have you read about or heard about any situations similar to that which Sharon is in? What happened?" This process helps students to relate the ideas developed during discussions to things which they realize happen in "real life." These other situations may help to develop the discussion and give students additional insights in arriving at their moral decisions. It might be wise to emphasize to students that names should not be used if a situation involves individuals who are known to the students.

    d. Have the students ever had personal experiences which were similar to the situation being discussed? "Have any of you ever been in a situation similar to Sharon's?" This asks students to share a personal experience. You may not wish to use this type of question in all your discussions and you not use it at all. But you should be prepared to deal with the fact that students may spontaneously bring out these situations also. If you have successfully established an open, trusting and non-judgmental atmosphere in the class students may feel free to bring these things out in a discussion. If you do not feel comfortable with this you should tell the students that. If you feel that you want to deal with these situations you should keep several things in mind:

        1. If the people in that situation are known to the students in the class names probably should not be used. Otherwise some students may be put in a difficult situation.
        2. When students describe these situations they may not have the facts correct and may exaggerate. You may have to deal with each of these.
        3. A student may use this as an opportunity to put another student on the spot.
        4. You may have to deal with situations which involve violations of law. Be sure both you and the students are aware of how much you want to be told.
        5. If it is a difficult personal situation which a student is describing you may have to speak individually with the student. He or she may need your help in working through the situation.

Dealing with these personal experiences can bring students to realize that moral issues are not just abstract things which are discussed in school and which are not related to real life. Students may become more aware of the moral issues which they encounter every day.

13. The teacher should also be aware that sometimes during discussions confusion can develop over the use of the words should and would. Should implies a judgment of what should be the case. This is a moral or ethical judgment. We are prescribing what should happen. Would on the other hand also involves an element of prediction rather than prescription. "What would you do if you were Sharon?" This asks students to predict what they will do when in such a situation. This may or may not be the same as what they think they should do if they are in that situation. If there is a discrepancy between the two this should be explored.

14. Another important step is to have students consider the general moral issue which underlies the situation being discussed. "We have been discussing this case where Carter Druse has to decide whether or not to shoot the enemy horseman, his father. But it seems like there is a larger question than whether or not Druse should shoot. "Is it ever right to kill another person? If not, why not? If so, under what circumstances?" The general questions about the moral issues listed in another section will give you some ideas of the types of questions which can be asked to highlight these general issues. These questions encourage students to develop their specific moral judgments into moral principles.

15. Ending a discussion can sometimes be a problem. There are several possible ways to close your discussions:
    a. Ask for a brief review of what has been said. One or more students can draw together the main points of the discussion.
    b. Ask if anyone has changed his or her mind about what should be done. These people can be asked why they changed, what things changed their minds during the discussion.
    c. Ask a student or students to summarize a point of view which is different from their own. "Sam, could you explain Carol's point of view about what Sharon should do?" "Several of you have disagreed with the position John took. Do you feel you understand what he was saying well enough to be able to explain it to the class?" Other students can be asked to contribute anything which they feel explains that person's point of view. Then the person whose point of view is being explained should be given an opportunity to say whether or not the statements are accurate. The students who do the explaining have to try to understand other persons' point of view. The students whose views are explained get an idea of how well they explained their ideas. This strategy can also be used at points during the discussion.
    d. Ask each student to give their current point of view on the issue and one or two reasons why they hold that view.
    e. Ask students to list the different points of view which have been expressed on the issue and the best reasons which support them.
    f. Do not try to force a consensus with everyone having to agree with one point of view. Be certain that students understand that it is all right still to be undecided at the end of a discussion.

g. Ask students how the discussion affected them even if they did not change their minds.

h. Ask if there is something else which should be done. "Do we need to discuss this issue more? Is there more information or are there facts which we need to have about this issue? Are there any actions you as individuals or we as a group can take to deal with this moral issue?"

i. Students may be given a writing assignment which pulls together the issues raised in the discussion.

16. After the end of the discussion the teacher should take a few minutes to review for himself or herself what has happened during the discussion and what might be improved in future discussions.

17. During a discussion statements may be made which need to be examined carefully because they involve factual claims or there are words for which different people may have different interpretations.

a. Students often make factual assertions to explain why they feel something should be done. These statements may or may not be true but students should be asked for evidence to support these factual assertions. Quite often these factual claims involve broad generalizations. "People on welfare could get jobs if they wanted. Most of them cheat on it anyway." These reasons might be given by a student when saying that welfare programs should be ended. The student is asserting that it is a fact that most people on welfare could get jobs and most of them cheat on the welfare system. There is factual evidence which can be gathered in order to determine the accuracy of these facts. Students should be asked what evidence there is which supports their factual claims. "What evidence do you have that most people on welfare cheat? Who did you arrive at this opinion?"

1. "Everyone knows that it is true." The teacher might say, "I don't know that. What evidence do you have to support your argument?"
2. "I read it in a book, a newspaper or saw it on T.V." What book? What newspaper? What evidence was given to support this generalization? Does the fact that it was in print somewhere or on T.V. mean that it is true? Many students uncritically accept most of what they read, especially if it fits with their preconceived ideas.
3. "Person X who is an authority on welfare, said so." How is Person X involved with the welfare system? Is that person directly involved or just an interested party? If that person is not directly involved does he or she tell the sources of information used? Is this person an "expert" on the subject?" How much training or experience has the person had? Is there evidence that the person is biased on the subject? Does the person contradict himself or herself? Do other authorities agree with this person?

Students can be assigned to gather factual information which supports or refutes the particular claim being evaluated. If this is not possible because of time, raising the question of what evidence there is to support a factual claim and how it was arrived at should cause students to think carefully about such claims. If other students or the teacher have contrary evidence that can be presented. Students should learn this process for evaluating facts and sources of facts.

b. Conflicting definitions may also cause problems in a discussion. Students may have very different interpretations of such things as a drug addict, communism, right to strike, accessory to a crime, etc. It may be necessary to clarify how these terms are being used so all people in the discussion can use them in the same way. This procedure avoids considerable misunderstanding.

18. The issue being discussed should be stated clearly at the outset of the discussion, and repeated at various points during the discussion. This should help to keep students attention focused on the issue being considered. If the discussion seems to get far afield the teacher can refocus the discussion by restating the issue and some of the arguments which have been made. The discussion leader can also keep the discussion focused on the moral issue by restating student comments so that they more clearly relate to the moral issue. "It sounds like you are saying that Sharon should tell because shoplifting is against the law and she could get in trouble if she does not tell the police?" Students can then respond to a concise statement related directly to the issue.

INTRODUCTION TO ROLE-PLAYING

Role-playing is an effective way to get students to see ethical issues from other people's points of view. Some of the dilemmas and other situations in this unit can be role-played by students. Specific directions for setting up and conducting role-plays are included.

A. General Issues
   1. Explain to students why role-play is important.
   2. Make sure the roles in the ethical situations are clearly defined.

B. Different Presentation Methods
   1. Have a small group organize and present the role-play to the whole class.
   2. Volunteers are assigned roles and act out role-play in small groups.
   3. Teacher assigns roles which are very different from usual viewpoint of a specific student or from his personality.
   4. Teacher assigns people to role-play someone in dilemma whose point of view they have neglected or opposed.
   5. After a day of discussing a dilemma in small groups, develop and present a role-play to the class and involve the class in some way at the end of the role-play; e.g. the class as a jury, role-players lead class discussion, other students are chosen to role-play a solution to the issue at the end, the class writes a solution to the issue, etc.
   6. Two basic approaches in the presentation of role-plays to the class:
      a. The dilemma is left open to be resolved by the class after the presentation.
      b. The dilemma is resolved by the students who participate in the role-play.
   7. For the class members watching the role-play, have a sheet to be filled out during the role-play listing the characters in the role-play, the decision that each character has to make and the reasons for the decision that the character makes. Have the students identify what the major issue or question was in the role-play and give their own solutions to the problem and their reasons.
   8. The role-play can either involve previous planning and work with the group(s) presenting the role-plays or individuals can be chosen (volunteers) to portray the situation without rehearsal of what they are going to say.
   9. Students can write a script for the role-play and even create a slide-tape.
   10. The teacher can be a member of the first role-play to model how it can be done.
   11. The teacher should be prepared to "coach" students during the actual role-play if they run into difficulty or out of dialogue.

C. Directions to Students
   1. If you are using character sketches, read the description of your character and try to imagine what kind of person he/she is.
   2. Otherwise read the dilemma or other materials carefully and determine what kind of person your character is.
   3. Decide what is the major ethical issue or decision to be made.
   4. Determine what your character's point of view on the issue will be during the role-play.
   5. Figure out the best reasons why your character would take that position so the character can say why the questions should be decided in a certain way.
   6. Think about (make a list) what you as that character will say to convince other characters to agree with you about what should be done.

7. As you think about what should be done, consider:
   a. Is your decision fair to everyone in the situation?
   b. What are the consequences for each person if everyone does what you think should be done?
   c. Have you considered what other possible solutions or decisions might be made?
   d. Are there any other solutions or decisions which you might agree to?
   e. Have you thought about what the other characters might decide and why?
   f. Have you thought about what the other characters will say about your decision and reasons?
   g. Which other character's opinion will be most like your own?
   h. If you knew you were going to be one of the characters in the situation, but did not know which one you would be, what decision would you make?

Interaction Through Role Playing

Role playing is a valuable teaching technique for promoting growth in moral reasoning because role playing creates both affective and cognitive interaction among students. Role playing immerses students as whole persons in acting out solutions to problems. Students act out their ideas and feelings and reason together about the best course of action.

Role playing involves students in a process of inductive thinking: they define a problem, generate alternative solutions, consider consequences, draw conclusions, and build generalizations where possible. Role playing encourages the development of empathy. The moral reasoning typical of stage three and beyond depends on persons' ability to empathize or step outside themselves toward others.

The role player defines a moral problem in relation both to self and to others. Teacher: "What's happening in this story? How does Jane feel about it? Why? How do the others feel? What things could Jane do to solve her problem?"

So, as students try on others' roles and expectations in role playing, they experience the views and feelings of others. The technique promotes empathy, sensitivity, and respect for diversity.

Role playing is especially effective in promoting growth from stage two to three and stage three to four-stages typical during the twelve years of schooling. To move out of the self-satisfying morality of stage two, students need to interact regularly with the group-oriented reasoning typical of stage three.

Likewise, to move out of the reasoning dominated by the roles, expectations, and conventions of the group, students need to interact with the reasoning typical of stage four, thinking based on a person's own internalized principles. When they role play, students reason together about solutions to moral conflicts. This peer interaction creates the tension or disequilibrium essential for moral growth.

In using this technique, the teacher plays the distinctive role of facilitator. The facilitator creates student interaction, models the probing and listening skills that promote reasoning together, and directions the students through the steps of the role-playing process. For the teacher, preparation for role playing begins with selection of a problem story or dilemma. The teacher considers the age, interests, and real-life conflicts of the student in selecting these dilemmas for role playing.

Dr. Fannie Shaftel, recognized authority on role playing and former professor of education at Stanford University, describes the role-playing technique as a nine-step process.

Step 1 is the warm-up. During the warm-up the teacher readies the students for the dilemma by suggesting feelings and experiences they may have had that will help them identify with the characters in the dilemma.

Teacher: "Sometimes our friends want us to do something that might get us in a lot of trouble and we're afraid we'll lose those friends if we don't go along with them."

The teacher invites the students to share their own experiences of similar feelings in order to increase sensitivity to the problem.

Teacher: Have you or someone you know ever had this happen to you?"

When the students become involved with the problem, the teacher presents the dilemma. Teacher: "Today I'm going to read a story about some boys who wanted to play a trick on a grouchy old man."

To present the dilemma, the teacher may read a problem story which stops at the dilemma point. Or the teacher may show a filmstrip, a movie, or have the students read a selection from literature. Young children can identify a problem pictured in a photo or illustration. In presenting the dilemma, the teacher helps the students focus on the problem and consider solutions. Teacher: "While I'm reading about Tom's problem, listen carefully and think of some ways in which he could solve his problem.

In Step 2 of the role-playing process, the teacher assists the students in defining the problem they want to solve. Some dilemma stories raise several possible problems. Several characters may each have a different problem.

Step 3 in the process is selection of participants to role play solutions. The teacher can invite students who are very involved with a character's feelings to play out that role. Their involvement will help others enter into the problem. Accepting volunteers is the best way for a teacher to select role players. The teacher should not force a student to role play nor give a role to someone volunteered by the other students. Teacher: "Who would like to be Mary?"

In Step 4 of the role-playing process the teacher prepares the rest of the class to be participating observers and active listeners. The teacher may ask the observers to concentrate on certain roles and consider other ways to play them, or the teacher may ask the listening group to decide if solutions are realistic. Teacher: "As you watch how these three students solve Tom's problem, ask yourself "Could this happen? Is it likely? What else could Tom do to solve the problem?"

Setting the stage is the fifth step in role playing. The teacher helps the students who have volunteered to role play a solution to place themselves in the situation. Teacher: "Where are you?" Student: "I'm on the porch." Teacher: "Where are the stairs? Where is the front door? Is anyone with you?" Student: "Yes, the old man." Teacher: "Who would like to be the old man?" Steps 3, 4, and 5, choosing role players, preparing the observers, and setting the stage, can be done in any order.

Step 6 is the enactment or acting out of a possible solution to the dilemma. During the enactment the teacher observes and listens carefully. When a solution is evident to the group, the teacher stops the enactment and initiates discussion. If, during an enactment, a student reaches an impasse, the teacher may interrupt the enactment to help him or her recap the problem and generate new ideas for solution. Student: "I don't know what to say." Teacher: "Joe, how are you feeling? Why did you respond to Tom the way you did?" Sometimes the player will want to return to the audience while another volunteer assumes the role. Excessive emotion easily emerges out of role playing. Players can become very angry with one another as they take on the feelings of people in a problem story. In such cases the teacher can break an enactment by saying, "You are very angry with Tom, aren't you?" Players can then express their anger to a third person, the teacher, and give reasons for their anger.

Step 7, discussion, follows each enactment. The group explores the consequences of the solution just acted out or may compare this solution with those played earlier. Discussion often brings out consequences that role players did not anticipate as they acted out their solution. The teacher then suggests a follow-up role play of a solution that considers the new consequence.

Step 8 involves further role playing to generate other solutions to the problem, as many realistic solutions and their consequences as possible.

Step 9 is a general discussion session. This step invites students to compare weaknesses and strengths of all the solutions, to reach consensus on a best solution, to reach consensus on a best solution, and to generate the reasons for choices where possible. The teacher facilitates the discussion by asking questions, reflecting, summarizing, and with skillful restraint, helping the group generalize principles of conduct. Teacher: "Are you saying that Tom had no right to ask for Mark's job because Mark needed it?" Student: "Jane said that she thinks Tom has a right to the $5 because he worked so hard, but I don't agree with that. Everyone works hard but that doesn't mean that they can keep other people's money." The teacher points out that inconsistencies and inadequacies in reasoning and encourages students to question each other and assist one another in building adequate reasoning for their solutions.

During the role-playing session the teacher's behavior ranges from directive to nondirective. The teacher is directive in choosing the dilemma, selecting volunteers for role playing, and setting the stage. The teacher is nondirective during the enactments, the discussions, and the generalizing session. During the enactment the teacher must be non-evaluative, accepting all solutions as possibilities to be explored for their merit by the class. The teacher accepts each solution for exploration by saying something such as "All right, Helen, that is one way Tom could solve his problem."

Becuase the teacher must reflect back to the group what each student is trying to say and must summarize similarities and differences among solutions, the teacher must listen carefully to role-playing sessions. The teacher must hear nuances and translate accurately the intent of the problem solver.

Questions from the teacher often help students become less preoccupied with how a problem affects themselves and more concerned with how it affects others. Regular problem-solving sessions using the role-playing process can create the sustained and appropriate disequilibrium that fosters growth in moral reasoning.

PREPARING OTHER TEACHERS, PARENTS AND ADULTS TO PARTICIPATE IN CLASSROOM INTERVIEWS AND DISCUSSIONS

1. Have you established a good climate in your interview with the person who is coming into the classroom?
   a. Does the other person feel comfortable?
   b. Do you feel comfortable?
   c. Is your attention focused on the other person rather than on what you are going to say next?
   d. Do you know how the other person feels about this interview?

2. Do you understand what the other person feels about coming into your classroom?
   a. How does this person feel about discussing ethical issues with students?
   b. Is this person comfortable about dealing with personal matters with you and how do you expect him/her to feel/act in the classroom?

3. Does the person understand his/her purpose in coming to your class?
   a. Does the person understand why it is important for children to think and reason about ethical issues rather than just bieng told what is right and wrong?
   b. Does the person understand the necessity for open discussion rather than simply lecture or monologue?
   c. Does the person understand what the class has been doing and how he/she fits into the course context?
   d. Does the person know what role each of you will have in the discussion?

4. Have you arrived at a good ethical issue to be discussed with the students?
   a. Is the person clear about what an ethical issue is?
      1) Try to define what an ethical issue is.
      2) Give examples of what an ethical issue is.
      3) Make sure that the issue or conflict chosen for discussion is really an ethical issue.
   b. Is the ethical issue appropriate for the age and level of development of your class?
      1) Is it interesting?
      2) Is it related to the actual experience of the students?
      3) Are the adults feelings invested in the issue?
      4) Is the issue at a level of moral reasoning which the students can understand?

5. Does the person understand the process of an effective ethical discussion?
   a. Is the issue stated in clear, simple language?
   b. What is the basic ethical conflict?
   c. Whose rights, welfare, well-being are affected in the situation?
   d. What ethical issues are involved; e.g., keeping a promise, telling the truth, the right to privacy, laws and rules, property rights, authority, relationships with other people, right to life, obligations and responsibilities, welfare of others, etc.?
   e. Have you explored with this person how he/she reasoned and thought about the situation and the decision he made?

f. What was the central reason for making that decision?
g. How did the person feel about that decision?
h. What consequences came from that decision?
i. What other alternative decisions might have been made in that situation?
j. What would the consequences of those decisions have been?
k. Looking back, what would have been the fairest decision in that situation?
l. Did this experience affect the way this person thought about later ethical problems and the decisions he/she made in those later situations?
m. Does the person understand the importance of listening to student responses and questions?

6. Is the person prepared for how the students will react during the discussion?
    a. Does he/she understand that the students may have very different ways of looking at the ethical issue than they do; e.g., reasons, solutions, consequences?
    b. Does the person know that his/her role outside the classroom may affect how the students react in the discussion; e.g., the principal, the custodian?

7. What other factors do you need to consider before the person comes into the class?
    a. How will this individual's personality and style affect the classroom interaction?
    b. How will this person and the students feel about interacting in the classroom setting and how can you help to create a comfortable atmosphere?
    c. Are you prepared to shape the discussion if the person is either too talkative or too quiet?
    d. Are you prepared with back-up materials if the discussion flounders?

TYPES OF CLASS MEETINGS

1. Goal setting meeting - involve students in setting goals for the classroom.
2. Rule setting meeting - what rules do we need for this activity, or this classroom?
3. Planning meeting - to plan large and small projects.
4. Sharing meeting - exp: to tell about something or answer a question such as: When did you help someone not in your family?
5. Reflection meeting - to process a shared experience.
6. Fairness meeting - to deal with a conflict.
7. Classroom Improvement meeting - to solve a common problem.
8. Feedback meeting - exp: appreciation time.
9. Idea meeting - what if? . . . or exp. How do you make a friend? Who is a friend? How do you know?
10. Survival meeting - way to begin a day for say a substitute - how do you feel when a sub comes in? Have students introduce each other by saying what they're good at or something nice about them.

CLASS MEETINGS PROJECT

I. PREPARING YOURSELF

1. Identify a problem or question or issue that would be good for a class meeting topic; do this by soliciting feedback from your students—through the Feedback Form if they can write, through informal conversations or observations if they cannot write; let the students know that you plan to have a meeting of the class to discuss their feedback.

2. If you use the Feedback Form, analyze the responses and choose the problem or suggestion for improvement that occurs most often.

3. Prepare the lead question you are going to ask (e.g., "How can we create a better learning environment in the classroom?", "How can we make this unit more interesting?", "What's a fair way to ahndle the problem of homework?", "How canwe eliminate cheating on tests and homework?", and so on. In addition, write down follow-up questions you think you will want to raise at appropriate points in the discussion. Reread Glasser for help in formulating good follow-up questions.

4. Write out how you will present your view of the problem.

5. Write out the steps you will follow in the meeting,and go through them until you know them by heart (but bring the card with your notes to the meeting to glance at.)

II. THE MEETING: PREPARING THE STUDENTS FOR A GOOD MEETING

I. FORM A GOOD CIRCLE (very important--do not omit--make sure there's good eye contact. Ask, "Can everyone see everyone else without leaning forward?" Make adjustments where necessary.) Explain rationale for the circle--that it helps communication.

2. State the purpose of the meeting: e.g., "The purpose of today's meeting is to reach an agreement on ways we can make the classroom (course) better for everybody. I'd like to do this by discussing one of the topics that a lot of people mentioned on their Feedback Form. Our goal is to agree upon a plan of action that we all feel will be an improvement."

3. Establish "rules for good talking and listening in the meeting." This can be done by:

   a. Asking people to count off 1-2-1-2 around the circle; "number 1's, turn to your right and meet your partner for this meeting."

   b. Then asking each pair of partners to make a list of "3 things people can do in a group discussion that will give you good feelings." These are then shared in the larger group and from them rules for good talking and listening are drawn ("Okay, you've told what things people can do that give you good feelings in a discussion like this--what rules for talking and listening do we need to make sure that you get those good feelings instead of bad feelings?")

   c. Simply directly eliciting the rules: "What are some rules that we need in our meeting in order to have good talking and listening?"

d. Say that as the leader, you would like to have the responsibility to say "Let's stop the meeting--are we following all the rules we agreed to?" if someone forgets a rule.

e. It's helpful to review the agreed-upon rules at the end of this part of the meeting, and especially with children, to post them so all can see them. You might also work out some non-verbal reminders of the rules in advance.

III GETTING INTO THE MEAT OF THE MEETING

1. Present the problem/issue as the students have raised it on the Feedback Form; give your own view of the problem.

2. Partner discussion: Using the same partners as before (if you counted off in the rule-setting part of the meeting), ask people to react to the question/problem with their partner: "Square off with your partner and discuss the problem as you see it. Write down 3 ideas you have for solving it."

3. Sharing of partners' ideas in the whole group. Go around the circle and ask each team to give their ideas (say that it doesn't matter if the ideas are the same as other teams' ideas). Respond to the ideas by active listening (paraphrasing), and thank each team for their contribution. Keep a running list of the different ideas as they are contributed.

4. Select one of the proposed solutions that came out (a common theme, if one occurs) for general discussion: "What do you think of this proposal? Is it fair? Why? How could it be made more fair? Will it work? And so on. (The solution must be fair to you as well as to the students; fairness is not the same as majority rules.)

5. Try to reach consensus on that idea. If time allows go on to others. Incorporate the various ideas into a Plan of Action; write this on the board. If you cannot get -roup agreement on the idea, you can say, "We've still got some differences of opinion here, let's return to this at another meeting. For now, let's go on to another proposal and see if we can all agree on that."

IV. PLANNING IMPLEMENTATION AND FOLLOW THROUGH MEETINGS

1. Ask, "How will we put this proposal into practice? Who will do what?"

2. How will we know whether it's working? How can we all help in the evaluation?

3. When will we have a follow-up meeting to evaluate our progress? -- you can suggest a day and time.

V. CLOSING AND EVALUATING THE MEETING

E.g., "Write down something you liked about this meeting, and something that would make the meeting better. Share that with your partner." Then discuss what people liked and suggestions for improvement in the group.

ANALYSIS QUESTIONS FOR CLASSROOM ACTIVITIES

I. Teacher Actions During Class

A. Teacher Questioning

1. Did the teacher ask what the person in the situation should do?

2. Did the teacher ask the students what they would/should do if they were in that situation?

3. Did the teacher ask why?

4. Did the teacher encourage the students to ask each other why?

5. Did the teacher encourage the students to discuss which reasons were better?

6. If most students are on one side of the issue, did the teacher ask questions to force the stronger side to lock carefully at both sides of the question?

7. Did the teacher relate the discussion to previous discussions of moral issues?

B. Teacher Attitudes Toward Discussion

1. Did the teacher listen carefully to students and try to understand their reasoning and frames of reference?

2. **Was the teacher able to go with an idea or question a student brought up?**

3. Did the teacher make it clear that being undecided is okay?

4. Is the teacher able to tolerate incompleteness or lack of closure to the lesson?

C. Classroom Management

1. Did the teacher encourage student-to-student participation?

2. Did the teacher encourage participation by the students not raising their hands?

3. Did the teacher reinforce the contributions of the students who don't usually participate?

4. How did the teacher deal with disruptive students? Was it consistent with the aims of the moral dilemma? Was it fair?

D. Teacher Point of View

1. Did the teacher express a point of view on the issue? Did this put down any students who disagreed? Were the students able to argue against the teacher's point of view?

2. Was the teacher biased on the issue?

3. Was the teacher's bias clear to the students?

II. Student Behavior

A. Did the students understand what this fundamental moral question was?

B. Did students listen to each other's reasons?

C. Did the students consider each person's point of view?

D. At what points were the students most interested?

E. When were they bored?

F. Which students raised their hands? Which were called on?

III. Ethical Analysis Categories

A. Did the teacher get to the fundamental moral question; e.g., is it ever right to steal? Why do we have rules? Were various alternatives analyzed?

B. Were the consequences of various actions discussed?

C. Did the teacher ask the students to apply the decision they made in one situation to other similar situations?

D. Was the dilemma modified in any way to facilitate discussion?

E. Did the teacher use analogous situations? Were they appropriate?

F. Were definitional and factual questions separated from ethical questions?

G. If a substantial number of factual claims were involved, did the teacher have the students examine the truth of these facts? Where do these facts come from? Does the author have a bias? Is the author an expert? Is there supporting evidence?

H. Were any questions leading or slanted?

I. Were value-loaded words used?

IV. Small Groups

A. If small groups were used, did they keep to the assigned task?

B. Was the assignment to each group clear?

C. How was the group composition decided?

D. Did the teacher appoint a discussion monitor?

E. Did the groups achieve the objective(s) of the lesson?

V. Questions to Ask Teachers After Class

A. How did you feel the class went?

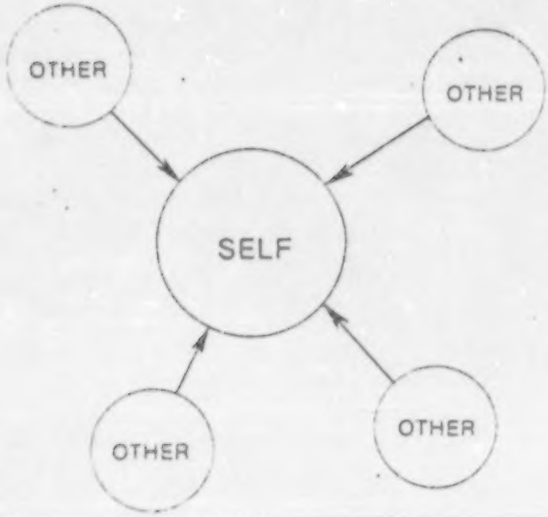
B. When during the class did you feel good? When unhappy? Why?

C. What did you see as the central moral question in the lesson?

D. Did you feel that the materials used were appropriate?

E. How would you teach this same lesson again to a similar group of students? What would you keep? What should be changed?

Kohlberg's Stages of Moral Development



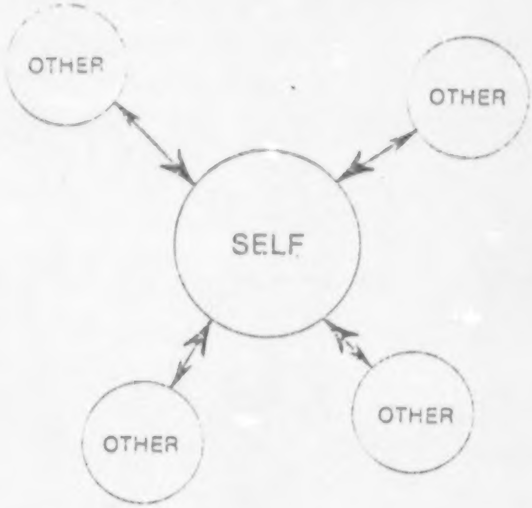
Ethical Quest Project
P. Sullivan, M. Dockstader (1978)

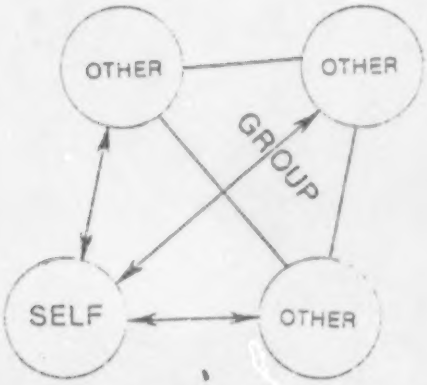
Stage 1: Punishment and Obedience
(Preconventional Level)

Concern about self—egocentric. Fear of punishment is central. Obey those who have more power than you. Physical consequences of an action determine its goodness or badness. Moral rules are set by others—dominated by outside forces. You don't consider the interests of others or recognize they are different from your interests.

Stage 2: You Scratch My Back and I'll Scratch Yours
(Preconventional Level)

Concern about other people limited to what they can do for you. Do whatever you feel like doing or whatever is in your self-interest—egoistic. Help others so they will help you. Equal exchange of favors or bad actions. Basic motivation is to satisfy your own needs and desires. Don't consider the needs of others unless it will also benefit you.

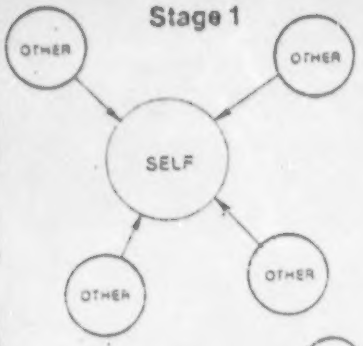




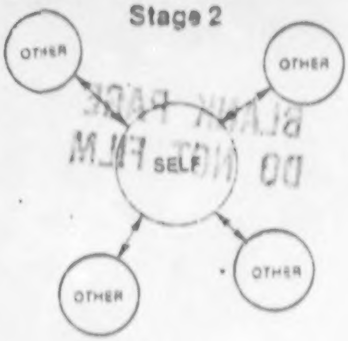
Stage 3: Good Boy or Nice Girl
(Conventional Level)

Concern about what other people think, especially family and friends. Conform to group standards and expectations. Good behavior is what pleases and helps others and is approved by them. Desire to be considered a "good boy, girl, daughter, father, friend, etc." Live up to what is expected of you by people close to you. You can put yourself in other individual's place and can see other's point of view. But still does not consider a generalized system or society's point of view on a moral question.

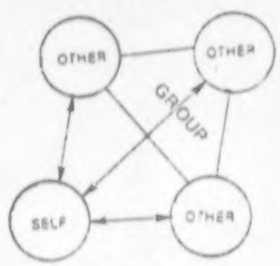
Stage 1



Stage 2

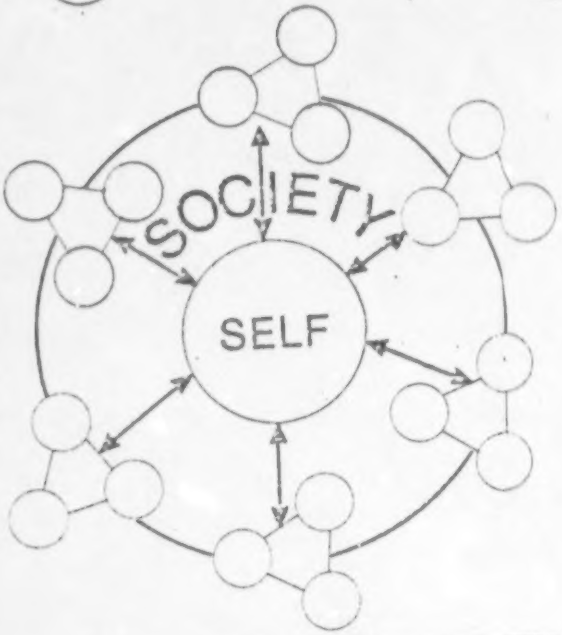


Stage 3



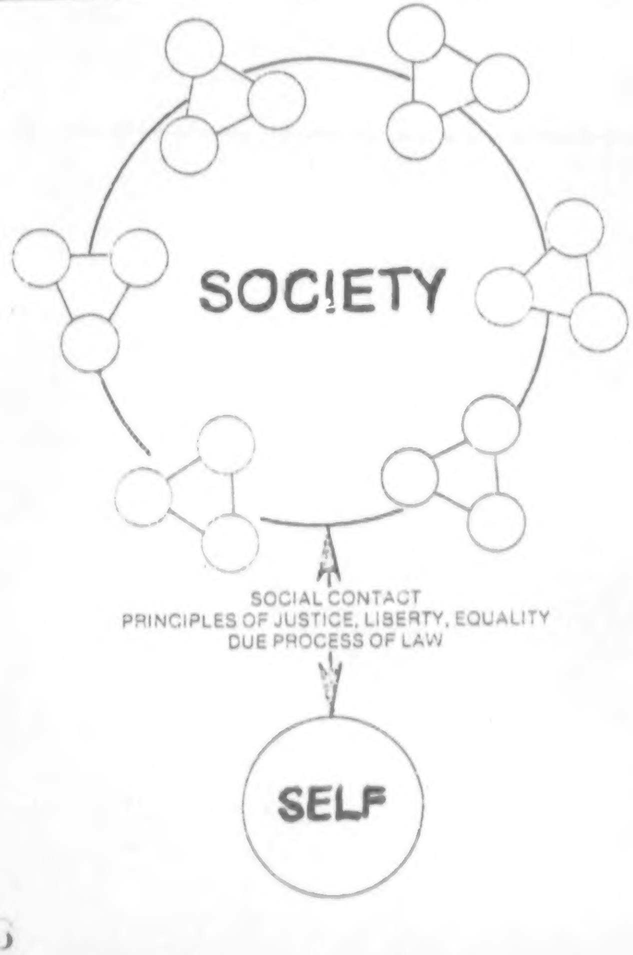
Stage 4: **Law and Order**
(Conventional Level)

Concern for keeping order in society. Do your duty and show respect for rules of the society in which you live. Rules and laws are essential for society to be able to work. Maintain basic laws and structure of society so society can provide justice and other good things for its members. Focus on preserving society and social order. The codes of important social groups (government, church, etc.) provide guidelines for making moral decisions. Can see self and others as part of a larger social system or society which is more important than the individual.



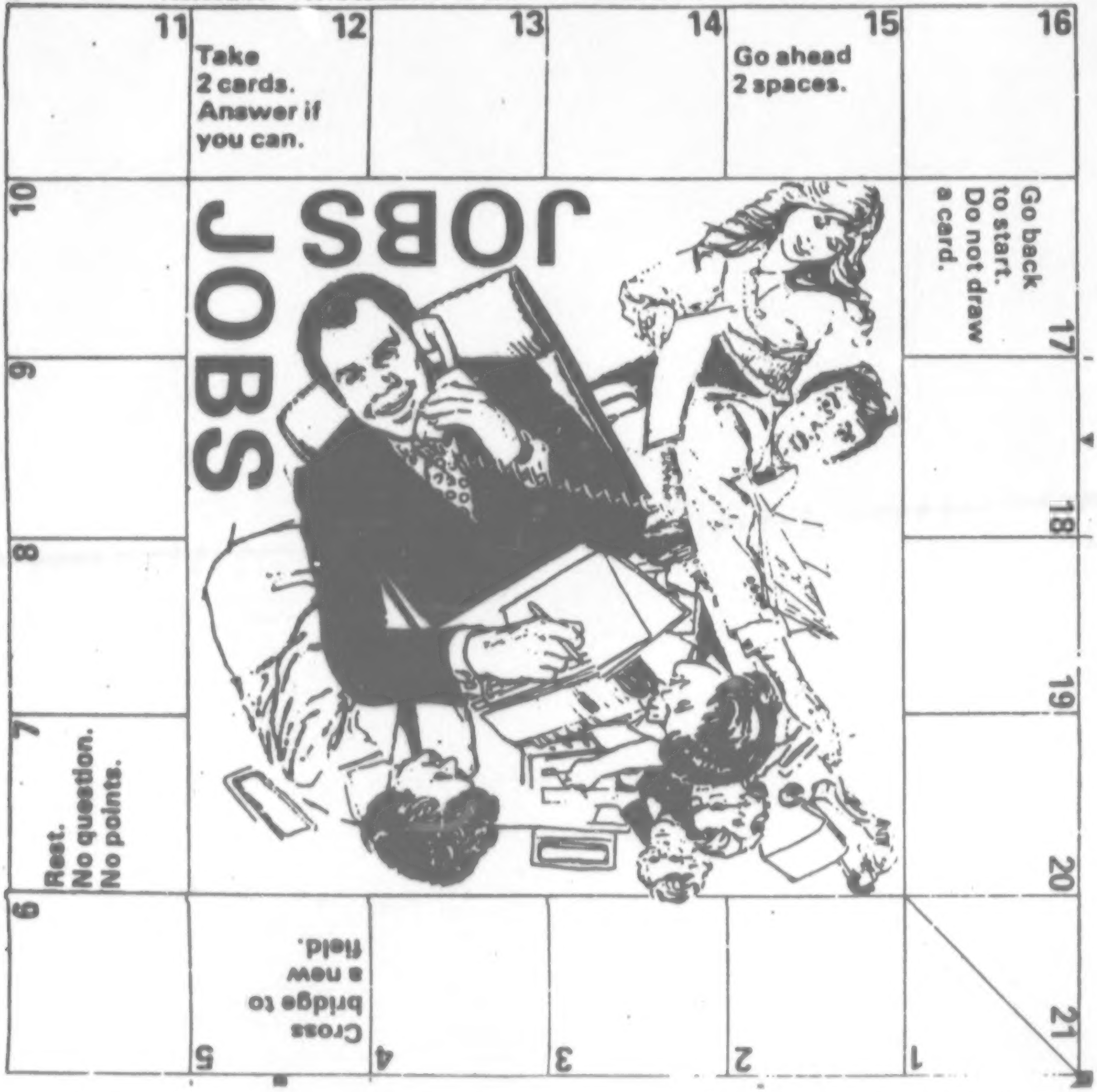
Stage 5: **Social Contract and Agreement**
(Postconventional Level)

Individuals and individual rights are more important than society and its rules and norms. Purpose of society is to guarantee justice, liberty, equality for all its members. Groups of people living together form a society and establish a social contract among themselves so that their basic rights are protected and fair rules can be made. Society's rules and laws must protect and promote the individual's basic rights. These rules should be changed if they are unfair or violate people's rights—law creating perspective. Rules should promote the greatest amount of good for the greatest number of people while protecting basic rights. People should operate in society thru agreement, contract and due process of law. Morality of the U.S. Constitution. Deciding what is right involves considering the rules, laws, and norms of society but also considering what will best promote the principles of justice, liberty and equality since these are the purpose for having rules or laws. Sees both the legal point of view and the principled moral point of view with emphasis on principles.



DISSEMINATION AND PUBLICATIONS

In this section the Sullivans describe in considerable detail the work they and other participants in the project did to disseminate and publicize the Ethical Quest program--its processes as well as its products.


JOBS
JOBS
1
2
3
4
5 Cross bridge to a new field.
6
7 Rest. No question. No points.
8
9
10
11
12 Take 2 cards. Answer if you can.
13
14
15 Go ahead 2 spaces.
16
17 Go back to start. Do not draw a card.
18
19
20
21

(Part of a game created
by the Ethical Quest Project

DISSEMINATION AND PUBLICATIONS

One of the most important priorities of the Ethical Quest Project was to disseminate information about the project to the general public and to educators on the local, state and national levels. This was done through several methods. Written descriptions of the project and curriculum materials were sent to individuals or organizations who requested them. Presentations were made to school faculty, university groups and at various state, regional, national and international conferences of educators. Finally, articles were written for publication in professional journals about the project and information was contributed to articles authored by other people which highlighted project work.

Written materials for distribution to the general public were essential, especially during the first year of the project when a significant group emerged which opposed the project. There was a strong need to explain what the project was and was not. We developed a series of overviews of the project which were sent to individuals in the community and distributed to individuals at various meetings. A partial list of interested citizens to whom written materials were sent includes:

Rev. Walter Simmons
St. Luke's Episcopal Church
North 36th and Gove Streets
Tacoma, WA 98407

Mrs. Eleanora Ballasiotes
1234 Palm Drive
Tacoma, WA 98466

John R. Hawkins
3102 North Monroe
Tacoma, WA 98409

Don St. Thomas
4640 North Lexington
Tacoma, WA 98407

Rev. Bob Bergquist
First Covenant Church
3501 South Orchard
Tacoma, WA 98465

Ron Richard
7235 Pacific Avenue, No. 16
Tacoma, WA 98408

Mrs. Dee Dickinson
3419 East Laurelhurst Drive N.E.
Seattle, WA 98105

Robert E. Wilson, M.D.
6213 Tenth Avenue
Kenosha, Wisconsin

Vicki Mulligan
1642 Alderwood Street
Victoria, B.C., Canada V8N 1G7

A. L. Rasmussen
Room 407B
Legislative Building
Olympia, WA 98504

(This list included an additional fifty-one names of interested Tacoma citizens.)

In addition, the project staff attended numerous meetings with various community and civic groups and with groups of interested citizens. These groups included the Chamber of Commerce Education Committee, Rotary, Optomists, Puget Sound Military Chaplain's Association, school PTSA meetings, church group meetings, annual meeting of Parents of St. Luke's Preschool, groups of citizens in private homes, etc. In addition, we attempted to get our message across through the local media. Several stories about the project appeared in the Tacoma News Tribune and the Tacoma Review. We also prepared several articles for the school district newsletter. Filmed news stories about the project also appeared on KOMO-TV and KING-TV. The program was also featured on a local educational television program on Channel 13, hosted by Dan Lazare as well as twice on the Don St. Thomas Show on KTNT-TV and a radio talk show on KTAC in Tacoma.

Several large public meetings were held during April, May and June of 1976, as well. Minutes from a public meeting on April 27 and a school board meeting on May 13 are included at the end of this chapter. Much time and great amounts of energy were invested in this process of disseminating information to local citizens about the project.

As a result of our experiences an article entitled "Implementing Programs in Moral Education" was written and published in a special edition of the journal, Theory Into Practice, concerned with moral education and which appeared in April 1977. A copy of this article can be found at the end of this chapter. The article described the work of the Ethical Quest Project and attempted to pass on to others what had been learned from our experience in Tacoma. The article was very well received and it stimulated numerous national inquiries about the project.

Individuals Requesting Information

This article and subsequent articles which have appeared in various journals and books did bring many requests for information from Washington State, the Northwest, the rest of the United States and overseas. We endeavored to reply to all requests for materials and information.

NOTE: At this point in the Sullivans' report were listed the names and addresses of 185 people or institutions to whom Ethical Quest information had been sent during the first four years of the project.

Local Presentations

Presentations to professional groups was another integral part of the program of dissemination for the Ethical Quest Project. A good deal of time and effort was invested in preparing programs which accurately represented the project and which met the needs of the group to whom we were speaking. The significance of such presentations was considerable. On the basis of these presentations many individuals, groups and school districts inquired further about the project and attempted to implement materials developed by the project. The following include some of the presentations and/or workshops done in the Tacoma area:

Tacoma Federation of Teachers Annual Meeting

Charles Wright Academy Teachers of English and History

Staff of the Office of the State Superintendent of Public Instruction

Washington State Health Educators

Tacoma Catholic Children's Services

Seattle Archdiocese Education Department

Bellarmine Preparatory School Faculty Workshop

Student Teachers from Western Washington State University

Staff groups from various Tacoma Public Schools

Pacific Lutheran University Forums on Issues of School Bussing and Energy

University faculties and students at:
  University of Puget Sound
  Pacific Lutheran University
  University of Washington
  Seattle University
  Evergreen State College

Regional Presentations

Major presentations were also made to regional groups about the Ethical Quest Project in an attempt to disseminate information and allow individuals to take back useful information to their respective school districts and implement ethical education programs.

We made two hour-long presentations at the 1977 Annual Conference of the Washington State Association for Curriculum Development in Seattle to approximately 80 administrators from school districts throughout the state. A number of districts followed up as a result of these presentations and requested copies of materials for use in their districts.

In February 1978, the project staff along with three teachers, Jan Thorne, Tom Reynolds and Frances Bently, did a workshop in Salem, Oregon, for the Oregon School Study Council. Approximately 60 administrators and school board members from throughout Oregon convened for a conference on "Values and Morals in Education." We presented theoretical and applied aspects of our work in Tacoma. A summary of the participant reaction sheet from the conference can be found at the end of this chapter.

The Annual Northwest Regional Conference of the Teachers of English joined by the British Columbia Teachers' Association and the Alberta Council of the Teachers of English was held in Vancouver, British Columbia, in April 1978. At this conference, the project staff and two English teachers, Bob Rife and Susan Sailer, did a three-hour workshop to help teachers of English learn how to deal with moral or ethical issues in the curriculum which they were already teaching in their classrooms.

In May 1979, a two-hour presentation was made at the Northwest Research and Evaluation Conference in Seattle, sponsored by the Northwest Educational Research Association. The presentation was made by the project staff and teachers, Linda Smith, Jann Wetsch and Paul Martin and Leonard Holden, project evaluator.

Another dissemination attempt which had statewide implications involved an exchange of visits between Tacoma high school students who were involved in classes with teachers in the Ethical Quest Project and students from high schools in the rural Methow Valley in the north central part of the state. The idea for the exchanges began with Bob Lyon and Doug Whitaker, teachers at Wilson High School. The first exchange in 1977 involved students from Wilson High School taking a course in the literature of Westward Expansion and students from Liberty Bell High School in Twisp. During the 1978-79 school year two exchanges were established. Students from Wilson High School exchanged visits with students from Brewster, Pateros and Bridgeport high schools. Students from Henry Foss High School exchanged visits with students from Liberty Bell High School. All participants found it to be an excellent experience where students could discuss value issues and compare perspectives. The students, faculty and project staff also participated in a Washington State Inservice Day Program at the end of the 1977 exchange in Winthrop as part of a program on values issues and western literature. Teachers comments about the exchange follow:

"Students from Wilson and Foss high schools were able to visit the 'grandchildren of the pioneers' during the 1977-78 and the 1978-79 school years when they spent the better part of a week in October at Liberty Bell, Brewster, Pateros and Bridgeport high schools in North Central Washington (Okanogan County).

They stayed in local homes, attended classes, toured Chief Joseph Dam, picked apples, visited an old gold mine, packed horses, and learned about the cattle business in the crisp, clear Okanogan country air.

Their counterparts visited them in return at various times during the two years. Marine climate of Puget Sound, the Port of Tacoma, Puyallup Fair and Bremerton-Seattle Ferry gave these 'midlanders' another view of life for three days along with a chance to attend a high school with a student body larger than four schools combined.

They examined one another's values in hypothetical dilemmas involving poaching, passing a star athlete, helping oneself at an unlocked gas pump, etc. They also went to games, dances, parties and shared family life.

The Pine Stump Symphony (Winthrop) and Daffodil Parade (Tacoma) provided reasons to visit one another again.

The 'Westward Expansion' in their history texts became something far different when Tacomans experienced a mainly out-of-doors existence, both working and living. For the North Central Washington students, seeing both the markets and transhipment points of apples and wheat first hand gave them a better idea of the magnitude and importance of foreign trade to our state."

* * *

Methow Valley News

It was a great three days for both the visiting Tacoma students and the local students who were their hosts. Front Row (left to right): Don Thompson, Helen Mims, Kay Quiring (Winthrop), Lina Monegan (Twisp), Kelly Martin (Winthrop), Beth Blankenship, Tim Strom, Laurie Keeffe (Winthrop), and Don Robinson. Back Row: Tacoma teacher Kirby Offett, Michelle Waterman, Lori Haugen (Winthrop), Janna Wright, Chuck Weaver, Jeff Taylor, Annie Doran (Twisp), Garth Evans, Lee Engwell, Jackie Caputo, Lori Baker, Wanda Nilles (Twisp), Kit McLean (Winthrop), and teacher Doug Whitaker.

Tacoma students visit Valley

By Julie Bowers

On Tuesday, October 11, thirteen students from Woodrow Wilson High School (in Tacoma) visited Liberty Bell High School.

The first half of the exchange consisted of ten Liberty Bell students and two advisors traveling to Tacoma. The Liberty Bell students stayed with families there to get a taste of a different life style, meet new people and see a larger high school in operation.

The Wilson students, thirteen of them and their four advisors dispersed to different homes late Tuesday night.

Wednesday morning they went to classes and participated in discussion groups conducted by Bob Lyon and Doug Whitaker, advisors from Tacoma. These discussions entailed comparisons of interests, local newspapers, environment and other related things.

Tacoma students were surprised by woodstove heating and there were many comments to the effect that our houses were, "freezing cold."

That evening a campfire was built on the Dan Doran ranch and we all gathered around under a pine tree. We sang a few songs, listened to some guitarists in the group, looked at the stars, and in general got to know each other better.

Thursday morning, students from both schools drove up to Hart's Pass and down to the ghost town of Barron.

Most of the students had never been in a mine shaft before, so they went to the Mammoth mine, which in its more glorious days, had produced $300,000 worth of gold.

Students also inspected the ore-crushing mill and hiked to a hill top to view the spectacular autumn scenery and rugged mountains.

At five-thirty that evening Liberty Bell's Honor Society members staged a taco feed at the Ron McLean residence.

Bill "Slug" Davis gave the group a brief history of gold mining in the Baron area.

Also, after dinner, the Hottell's entertained everyone with some of their good ole Ragtime music. Later in the evening Barre Toelken and Twilo Schoefield came and we all joined in on their sing along sailor tunes.

Ms. Schoefield also told us some history about her interesting instrument the Psaltery. We were all enthralled by this mediterranean, organ-sized, wood cased, string instrument. There are only a few like it in the United States. It is played by hand and you must learn; it's not as common as taking piano lessons. She is one of twelve players in the United States.

Ms. Schoefield and Mr. Toelken ma[illegible] a lovely duet and we liked them so much, [illegible]at they had to play two encores before [illegible]y headed to another engagement.

Some of the students then wen[illegible]o Liberty Bell high school to play volley[illegible]ll in the gym.

Their last night here went over very well. Many comments from the Wi[illegible]on students were positive. They cou[illegible]'t believe how tired the fresh air made t[illegible]m or how beautiful autumn is in the valley. A few didn't want to go back.

Friday students from both sch[illegible]ls presented a public discussion at the Ea[illegible]s Hall in Twisp.

They then went to Liberty Bell Hi[illegible]h, said their good-byes and said they woul[illegible]e back. They journeyed home with reg[illegible]s that they had to leave a place they were just beginning to get acquainted with.

(This urban-rural student exchange project has occurred each of the last three yea[illegible] as part of the Ethical Ques[illegible] program at Wilson High School, Tacoma, Washington.)

As part of our attempt to disseminate information about the project, teachers were also sent to participate in various relevant conferences. Teachers attended such conferences as: Science as Related to Human Values, Washington School Age Parent Conference, Regional Conferences on Western Literature, Western Regional Conference on School Age Parents, etc.

National Conferences

As part of our attempt to disseminate information about the Ethical Quest Project as widely as possible, we made presentations at a number of national conventions of professional organizations.

We presented a description of the project to a workshop group at the American Personnel and Guidance Association Convention in 1976. Attenders came from all parts of the United States.

We also participated in and made a presentation at the First National Conference on Moral/Citizenship Education in 1976 sponsored by the Office of Education and the National Institute of Education in Philadelphia. We were able to make people from all over the nation who were involved in values education aware of the Ethical Quest Project.

Workshops and keynote presentations were made at the Annual California Conference on Moral Education held at the University of California at Irvine in June 1976. Information and materials were disseminated to teachers and administrators from all over California.

A workshop presentation about the Ethical Quest Project was also made at the National Council for the Social Studies Convention in 1976. Social Studies teachers and directors from many parts of the country attended the session and were given information about the Ethical Quest Project.

We were also invited to do a workshop at the Western Association for Counselor Education and Supervision in 1976. Counselors, university faculty and administrators from districts throughout the west attended.

We presented material about the Ethical Quest Project to a Symposium audience of 150 at the American Personnel and Guidance Association Convention in 1977.

A monograph describing the Ethical Quest Project and our curriculum development efforts was distributed at the Annual Conference of the Association for Supervision and Curriculum Development in 1977.

In August 1978, the project director and resource coordinator made three presentations at the National Conference on Civic Education in Los Angeles. One hundred participants from all over the United States and from Canada attended the conference. We presented an overview of the project at a plenary session and conducted two leadership training workshops for conference participants in conjunction with Lawrence Kohlberg and Ralph L. Mosher.

Leonard Holden, project evaluator, attended the annual conference of the American Educational Research Association in 1977, 1978 and 1979, representing in part the Ethical Quest Project.

At an invitational planning conference on the Dissemination of Moral Education Programs in 1977, plans were finalized to include curriculum materials from the Ethical Quest Project among the materials disseminated by the Brookline-Cambridge Dissemination Center supported by the Danforth Foundation. Units in rules at the elementary level and English and social studies at the secondary level were included. Dissemination of these materials has been carried out throughout the eastern United States as a result of the Center's activities with mailings and workshop programs throughout the East. This has been a significant help in distributing and disseminating the curriculum materials developed by the project.

The Ethical Quest Project has also benefitted from mention of its activities in a number of professional journals and books. The work of the project has been described in News, Notes and Quotes, the newsletter of Phi Delta Kappa; the newsletter of the National Association of Secondary School Principals; newsletter of the National Council for the Social Studies; Moral Education Forum; Models of Moral Education: An Appraisal by Hersh, Miller and Fielding; Report to the Sidney, Australia Teachers College by Ian McManus, lecturer in Social Studies who visited the project for several days; text written by Howard Mehlinger, Director of Social Studies Development Center, Indiana University and past president of National Council for the Social Studies.

Another important step in our process of dissemination occurred when the project director and assistant director from a project, Ethical Issues in Decision-Making in Mamaroneck and Scarsdale, New York, Schools, attended our summer workshop for teachers in June of 1978. David Sachs and Lindsay Chesbrough came to the workshop to study what we had done with the Ethical Quest Project so they could use our materials and teacher training processes with the fifteen teachers in their program. This was a significant step in disseminating the work of the Ethical Quest Project.

Published Articles About the Project

As part of our attempt to disseminate information about the Ethical Quest Project as widely as possible, we undertook to write articles about the project for publication in nationally respected journals. Copies of these articles are found at the end of this chapter.

The article which appeared in Theory Into Practice has already been discussed earlier in this chapter. It described the early phases of the development of the project.

We wrote an article for a special edition on the topic of moral education for Character Potential: A Record of Research in August 1978. This article detailed our curriculum development and teacher education experiences with the Ethical Quest Project. It brought a number of requests for information from all over the United States.

The articles from this special edition were included in a paperback book, Value Development As the Aim of Education, edited by Norman A. Sprinthall and Ralph L. Mosher for Character Research Press. This further increased the dissemination of information about the project. The book was reviewed by a number of national publications very favorably. Recently it was reviewed by Professor Gottfried Kleinschmidt for the German Educational Bulletin, "Neve Unterrichtspraxis." We have thus had some dissemination to Germany and other parts of Europe.

We wrote an article entitled "A School Rules Unit Designed to Foster Moral Development in the Elementary School" for The Moral Education Forum in the Summer of 1979 edition. This article detailed our work in developing elementary school units. Again, this article brought a number of requests for information.

Activities After Leaving Ethical Quest Project

The former project director and resource coordinator have carried out two major dissemination activities since leaving the project in June 1979. These activities were carried out at substantial personal and professional inconvenience and expense because it was felt it was important to fulfill the spirit of the dissemination requirement of the Ethical Quest Project.

The first of these activities was the writing of an article which will appear in a special edition of The Personnel and Guidance Journal devoted to the topic of moral education which will be published in April 1980. This article, "Establishing Moral Education Programs," details project activities while reflecting as well on how these activities can be expanded to other individuals in the school.

The second activity involved attending the Annual Conference of the East Asian Regional Conference of Overseas Schools in Bangkok, Thailand, in November 1979. This was a conference of all the superintendents and chief administrators of overseas schools in Asia. We did three three-hour workshops with the 100 participants as well as two one-hour long keynote presentations to the entire group. We detailed the work of the Ethical Quest Project and how overseas schools could utilize the materials and teacher education process which we developed. The following is a list of the participating individuals and the schools which they represented:

Participants at East Asian Conference of Overseas Schools:

* BANGLADESH

- American International School : Dacca
  - William D. Vodarski
    - Director of Curriculum and Instruction
- Ashuganj School
  - Frederick Schneringer

* HONGKONG

- Hongkong International School
  - Werner Von Behren
    - High School Principal
  - Chris Reimer
    - Junior High Principal
  - David F. Rittmann
    - Headmaster
  - Darrell H. Wallis
    - Elementary Principal

* INDONESIA

- Bontang International School (Singapore)
  - Martin Brown
    - Principal
- Caltex American School : Jakarta
  - Herbert Colley
    - Principal
  - Paul J. Prester
    - Superintendent
- ISS Freeport School : Tembagapura
  - Steven Silverstone
    - Principal
- ICTI School : Kenangan
  - Peter Todasco

INDONESIA (Continued)

- Jakarta International School
  - Lawrence Balli
    - Secondary Vice Principal
  - Everett Gould
    - Acting Superintendent, Secondary Principal
  - Allene Masters
    - School Council Member
  - Richard Ryden
    - Elementary Principal
  - Ronald A. Spinner
    - Business Manager
  - Katherine B. Taiclet
    - School Council Vice President
- Pasir Ridge School (Singapore)
  - Ronald H. Miller
    - Principal
- Sentani International School : Irian Jaya
  - Elsie Toewo
- Wesley International School : Malang, Jatim
  - Marcia Kirby
  - Kimball McDowell

* JAPAN

- American School in Japan : Tokyo
  - Stuart H. Cole
    - Business Manager
  - Jack E. Collins
    - Principal
  - Ray F. Downs
    - Headmaster

JAPAN (Continued)

- Canadian Academy: Kobe
  - Abram Koop
    - Director of Guidance
  - Guy Lott, Jr.
    - Headmaster
- Christian Academy in Japan: Tokyo
  - Siegfried Buss
    - School Board President
  - Charles J. Dupree
    - Business Manager
  - Royce F. McCarty
    - Headmaster
- Hiroshima International School
  - Charles A. Kite
    - Principal
- Hokkaido International School: Sapporo
  - Jane L. Glitt
    - Principal
- International School of the Sacred Heart
  - Mary Ann Flynn
  - Mary Jo Kelley
- Nagoya International School
  - Merritt B. Jensen
    - Headmaster
- Nishimachi International School: Tokyo
  - Nancy Forster
    - Administrative Assistant

[* OKINAWA]

- Christ the King School
  - Loreto Galang
    - Assistant Principal
  - P. Catalina Saligumba
    - Principal
- Okinawa Christian School : Urasoe
  - Alton R. Greninger
    - Principal
  - Gay Lynn Greninger
    - Pre-school Coordinator

JAPAN (Continued)

- Seisen International School : Tokyo
  - Asucion Lecubarri
    - Principal
- St. Mary's International School : Tokyo
  - Andrew Boisvert
    - Headmaster
- St. Maur's International School : Yokohama
  - Carmel O'Keeffe
    - Principal
- Yokohama International School
  - Y. Ando

* KOREA

- Korea Christian Academy : Taejon
  - Marjorie Schonwengerdt

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KOREA (Continued)

Seoul Foreign School
Lou Harbor
Secondary Principal
Ronald R. Richter
Elementary Principal
Rona Robb
Counselor
Sang Hae Sohn
Business Manager
Richard F. Underwood
Superintendent

Seoul International School
Edward B. Adams
Principal
Mr. Rucci
Assistant Principal

• MALAYSIA

Dalat School: Penang
Ruth Kelck
Counselor
Woodford C. Stemple
Director

International School of Kuala Lumpur
Charles R. Barder
Counselor
Darlene Brusseau
Elementary Resource Teacher
John K. Johnson
Deputy Administrator
Gail D. Schoppert
Administrator

• SINGAPORE

Singapore American School
Helen Johnson
Middle School Principal
Jack Kiekel
Barbara Leister
ICE Facilitator
Richard A. Lyden
Superintendent
Ronald Platt
James Slezak
Sister School Superintendent, Walnut Creek, California

United World College of Southeast Asia
Graham Holderness
Career Officer

• TAIWAN

Taipei American School
John Brantingham
Board Representative
Jim Braunger
Elementary Principal
Tom Donohue
Superintendent
M. Ewbank
Board Representative
John Kupinski
Secondary School Counselor
Margaret Law
Associate Secondary School Principal
Hope Phillips
Planning Director

• NEW GUINEA

Aiyura International Primary School: Papua
Nick Pauls
Principal

Ukarumpa High School: Papua
Richard A. Wagner
Principal

• PHILIPPINES

Faith Academy : Makati, Rizal
Donald D. Boesel
Superintendent
Russel Lambert, Jr.
Principal

International School Manila
Peter Caleb
Mark Crouch
Assistant Superintendent
Daryle Russell
Secondary Principal
Richard H. Weathermon
Superintendent
Robert Wenger
Elementary Principal

• SAUDI ARABIA

Parents' Cooperative School: Jeddah
Frank O. Cockrell
Superintendent

• THAILAND

International School Bangkok
Al Bryniarski
Elementary Principal
Mu Bunnag
Secondary Vice Principal
Barbara Chantanotoke
Counselor
Paul D. Ehret
Superintendent
Myles Friedland
Director of Psychological Services
Martin Gill
Director of Curriculum
Louis A. Heilmann
Secondary Principal
Henry Holmes
Director of Humanistic Education
Frank Kukuk
Assistant Superintendent
Phyl Manning
Secondary Vice Principal
Sharon Sribhibhadh
Head Counselor
Bradley Townsend
Counselor

Ruam Rudee International School : Bangkok
Harry Balek
Secondary Supervisor
Thavida Bijayendrayodhin
Principal
Nancy Bunyaraksh
Elementary Supervisor
Jeffrey Koch
Director
Tirabul Krisadapong
Counselor

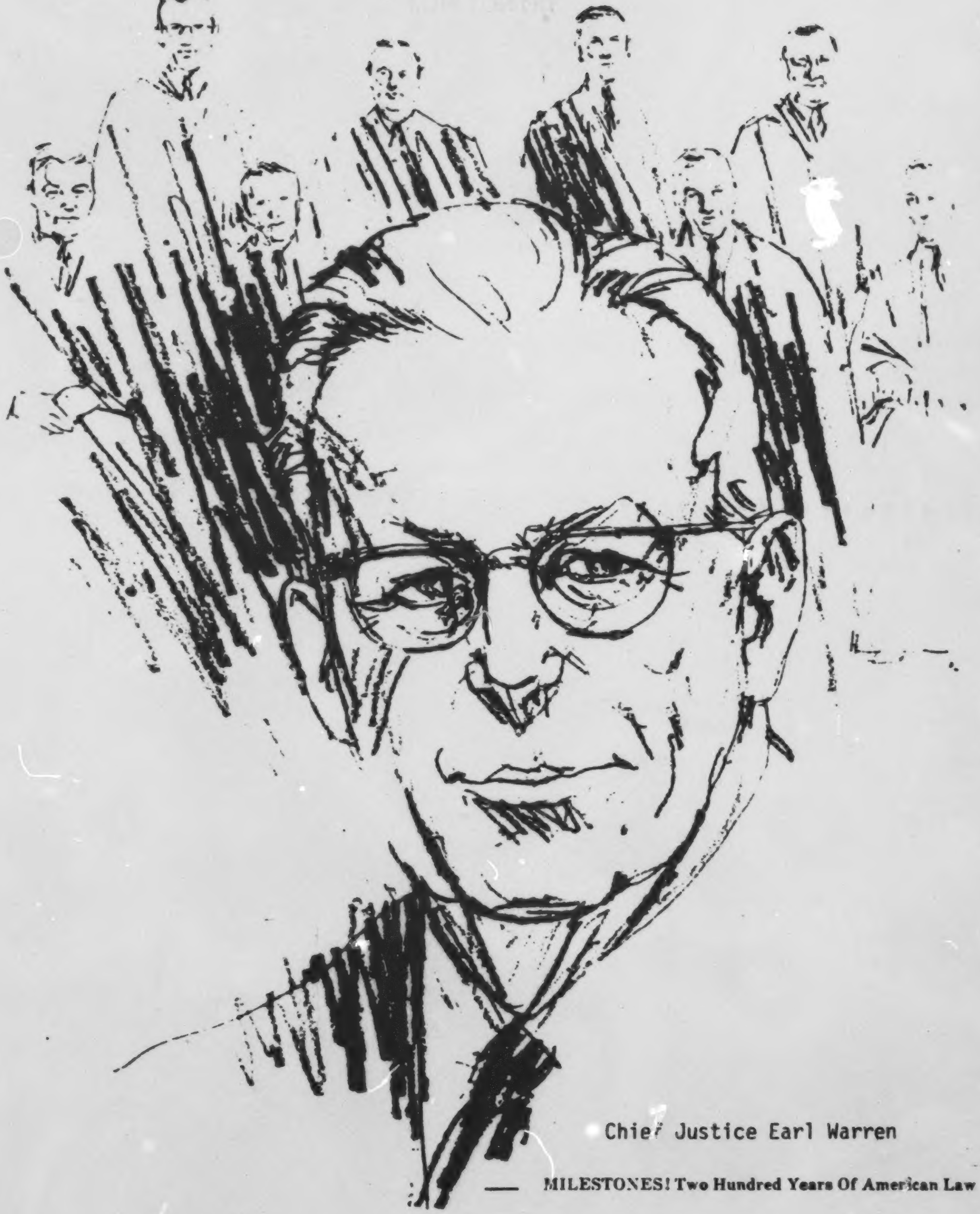
In addition to the workshops done at EARCDS, we did teacher education workshops on two days for the entire faculty of the International School of Bangkok. We instructed teachers on how to implement Ethical Quest materials and how to develop materials which fit their own specific classes. A full-day workshop was held for 40 faculty, members of the Hong Kong International School in Hong Kong and another day of working with teachers and students of the American School of Japan in Tokyo. These activities generated great interest in the Ethical Quest Project. Staff development materials as well as curriculum examples were distributed to all participants.

Books

In December of 1978, Peter Scharf, professor at the University of California at Irvine and Acquisitions Editor for Winston Press visited the project in Tacoma. We had talked on a number of previous occasions about preparing a book or books describing the Ethical Quest curriculum materials and/or teacher education process. At that meeting, Dr. Scharf asked that we prepare outlines for two and possibly three books to be part of a series planned by Winston Press on values education.

During the spring of 1979, we prepared tentative outlines for the books after requesting an extension of the grant termination date from August 1979 to June 1980. One of the major efforts in that extension period was to be the preparation of one or more of these books. Even after leaving the Ethical Quest Project, the director and resource coordinator hoped to write at least one of these books so that information about the project could be disseminated as widely as possible.

NOTE: Following a telephone conversation with Winston Press in Minneapolis, as of October 1980, the project evaluator is unaware of any plans to publish commercially a book about the Tacoma Ethical Quest Project.



Chief Justice Earl Warren

— MILESTONES! Two Hundred Years Of American Law

AN OVERVIEW OF NEW ACTIVITIES IN THE ETHICAL QUEST PROJECT

These activities were initiated and coordinated by Leonard Holden, Evaluator, following the departure in June 1979, of the former Director and Resource Coordinator for the project, Paul and Mary Sullivan.

1979 - 1980

1. In response to the reportedly low number of staff involved in the Ethical Quest project the first four years, one hundred and seventy-eight new staff were introduced to values education via three Saturday workshops held in the fall and winter of 1979-80: December 8th; January 12th; and February 9th.

   The content of the workshops included:

9:00-12:00 A.M.	Dr. Richard Hersh, Associate Dean of Education, University of Oregon THEORY/PRACTICE: PROBLEMS & ISSUES IN MORAL EDUCATION (Included group involvement, role playing, lecture, student demonstration and an overview of the field of moral education.)
12:00-1:00 P.M.	Films, small group conversations, browsing
1:00-2:40 P.M.	Grade and Subject Mini-Sessions: "How-To" Discussions with Teachers Trained Earlier in the Ethical Quest Project
Handouts	21 items plus appropriate subject/grade teacher guidebooks developed by Ethical Quest teachers and staff
2:40-3:00 P.M.	Evaluation questionnaire distributed

2. Three half-day values education workshops were presented for all principals in the Tacoma School District - Elementary, June 19th; Junior High, June 17th; and Senior High, June 24th.

3. Published materials produced by the Ethical Quest project were distributed to an additional sixty or more individuals and organizations requesting them.

4. A values education course-for-credit was presented in February and March, 1980, in cooperation with Seattle Pacific University. It involved the use of twelve half-hour video cassette tapes entitled, "Educating for Responsible Behavior," developed by Project Impact and narrated by Helen Weber

and Dr. Frank J. Murphy. The series was developed in 1978.

5. A morning presentation entitled, "Six stages of Moral Development," was given May 1st in Olympia by Leonard Holden at the Washington State Spring Training Conference of the Division of Juvenile Rehabilitation and the Washington Correctional Association.

6. Leonard Holden participated in the following meetings and conferences:

November 1-2	Association for Moral Education Conference held in Philadelphia - Program devoted entirely to problems related to evaluation of values education.
April 7-11	American Educational Research Association Convention held in Boston - five sessions were directed to presentations about values education.
April 11 & 14	Visited the "Just Community" mini-school project at Cambridge Latin High School, Cambridge, Massachusetts. Had opportunity to interview the teachers and supervisor in the project.

7. April 15-20 United Nations Association - U.S.A. National Conference held in New York City - As chairman of the Washington State Division, UNA-USA, he had the opportunity to share Ethical Quest concerns, materials and instructional practices with many other state representatives.

8. A values education library and media materials collection has been established and catalogued by the Tacoma School District. It includes thirty-three video tapes of teachers working with students and consultants who worked with the Ethical Quest project. The book and pamphlet collection numbers over two hundred separate items. There are also several commercially produced filmstrips and audio tapes in the multimedia collection.

   (See Bibliography for titles.)

9. The Lawyers' Wives of Pierce County and County Bar Association made very effective use of Ethical Quest materials taken from the "Law Unit" developed for upper elementary students. The newspaper formatted materials were distributed to 8,000 fifth graders throughout Pierce County as part of 1980 LAW DAY activities held May 1st.

10. Additional books, subscriptions and educational materials have been purchased for classroom and resource use in values education; these include Time-Life video cassette tapes of "Julius Caesar" and "Hamlet."

Tacoma Public Schools

To: All Elementary School Principals

From: Leonard Holden, Dissemination Coordinator,
The Ethical Quest Project

Jim Robertson, Administrator,
Elementary Education

Announcing

A Values Education Workshop for Elementary Principals

When? June 19, 1980
9:30-11:30 a.m.

Where? Board Room - 4th floor
Central School Building

Why? The Tacoma Public Schools has been a focus of national recognition and attention for the past five years for its work in values (moral, ethical, citizen) education.

Following this brief but intensive workshop participants will:

- know what has been accomplished to date,
- have copies of materials published by the program,
- know the major value theories that have been generated,
- have observed demonstrations of methods and techniques of teaching and teacher training.
- be prepared to discuss future plans for values education in their respective buildings.

"People are Value-Creating, Value-Choosing, Value-Pursuing Creatures."

Scenes from the senior high principals' values education workshop held June 24, 1980, at the home of Dr. Oliver Magnuson, Principal, Henry Foss High School, Tacoma.

Photos by S. E. Mazzei

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(The following notes were taken from the minutes sent out describing the junior high principals values education workshop.)

Junior High School Principals' and Assistant Principals' Meeting 6/17/80 - 2

WORKSHOP SESSION

Ethical Quest in a Democratic Society

Mr. Williams introduced Leonard Holden for a review report on the Ethical Quest in a Democratic Society program which has been operating in the District for the past five years on a half-million dollar budget funded by the National Endowment for Humanities, the State Office of Public Instruction and the District. During his opening, Dr. Holden said he believed the reason the District became part of the program was because former Superintendent Alex Sergienko and State Superintendent Frank Brouillet shared a concern based on events of record following Watergate that people exhibit a need to upgrade their values skills in such areas as selecting quality leaders. The District participated in the program about values awareness with the goal of developing in students the ability to identify and know their own values, know themselves, and know how they would live by their values.

Dr. Holden pointed to a display of representative books relating to ethics and values which are part of the several hundred volume library developed through the grant. The book library is augmented by one of filmstrips. He said the original target was to provide 200 District staff with exposure to values education; there are closer to 250 who have had that experience as the program concludes. Now that training and experience will be disseminated via the curriculum areas such as social studies, health and English. Dr. Holden distributed a one-page chart comprising a summary review of the content and variety of basic values theorists, including values statements from eight other great religions that reflect a comparable value statement to Christianity's Golden Rule. He also distributed and discussed an epigenetic chart from Erik Erikson's Childhood and Society depicting the "Eight Ages of Man."

Thomas Reynolds, social studies teacher at Hunt Junior High School, and Susan Sailer, English teacher at Wilson, gave specific examples of materials and techniques they used in their respective classes.

During a brief discussion period that followed Dr. Holden's comprehensive report, it was agreed that students in each building would profit through contact with a staff person who has experienced ethics/values training and, for the present, social studies teachers are most involved in providing students with that experience.

Dr. Holden concluded his remarks by presenting a video tape TV program and distributing information materials packets he had prepared for each school.

Announcing A
Values Education
Telecourse

New Winter
and Spring
Schedule

EDUCATING FOR RESPONSIBLE BEHAVIOR

Presented
in cooperation with
Tacoma Public Schools
and Seattle Pacific University

ENROLLMENT & REGISTRATION INFORMATION

Registration is now being accepted for EDUCATING FOR RESPONSIBLE BEHAVIOR. The course fee of $70 includes three quarter resident credits and a workbook/study guide. Course materials will be sent by return mail. Registration will remain open until the second program in the series. No tuition will be refunded after the third progam.

Tacoma Public Schools course instructors Leonard Holden, Ed.D., (206) 593-6949 and Leonard Ehly, (206) 572-6262.

For information call the Office of Special Programs at Seattle Pacific University, (206) 281-2121 or Tacoma Public Schools (206) 593-6949 or 572-6262.

COURSE REQUIREMENTS

★ Write a short pre-course paper following the guidelines described in the workbook/studyguide which will be sent to you when you register.

★ Form a study team so that you can discuss the telecourse content with your colleagues.

★ View each telecast and complete the exercises and applications given in the workbook/studyguide.

★ Conduct additional research about the topics presented during the television series.

★ Prepare a final paper of approximately five typed double-spaced pages following the guidelines presented in the workbook/studyguide.

★ Submit the pre-couse paper, the study team activities or your workbook, and the final paper to Dr. Leonard Holden, the Office of Research and Evaluation, Tacoma Public Schools, P.O. Box 1357, Tacoma, WA 98401, no later than three weeks following the final broadcast in the series.

BROADCAST SCHEDULE

(two 30 minute viewing programs per week)

All viewing and class sessions will be held in the Resource Materials Center (Library), at HENRY FOSS HIGH SCHOOL, beginning at 4 p.m., on Tuesdays and Thursdays, February 12 through March 20, 1980.

EDUCATING FOR RESPONSIBLE BEHAVIOR

Education 5680 -- Three Credits

This television series is designed to provide educators with basic concepts, knowledge and skills in Values Education. It realistically presents practical application of various methods as well as theoretical structures of the valuing process.

The family, school and peer groups are emphasized as sources of values acquisition and transmission, and five current Values Education approaches are explained, demonstrated, and analyzed.

Values Education is a field of study based upon such disciplines as psychology, sociology and philosophy.

On-camera teacher/hosts are Helen Weber, M.A., and Frank J. Murphy, Ph.D., directors of Project Impact, a national program in Values Education.

EDUCATING FOR RESPONSIBLE BEHAVIOR combines an audio-visual presentation and a companion workbook for a complete overview of the theory and practice of Values Education.

During the series, specific classroom techniques of Values Education are demonstrated with the techniques incorporated into substantive curricula. Also included are discussions of and participation in the course content by a group of "master teachers." And a synthesis model for development of a personalized approach to Values Education is proposed.

The series was produced in 1978.

THE PROGRAMS

1. An Introduction to Values Education
2. The Historical Foundations of the Valuing Process
3. Freedom and Order
4. The Philosophical Foundations of the Valuing Process
5. The Sociological Foundations of the Valuing Process
6. The Psychological Foundations of the Valuing Process
7. Values Inculcation
8. Values Analysis
9. Cognitive Moral Development
10. Values Clarification
11. Values Commitment/Action Learning
12. Putting It All Together

ALTERNATIVE USES OF EDUCATING FOR RESPONSIBLE BEHAVIOR

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ETHICAL QUEST PROJECT
Nat'l Endowment For The Humanities
Tacoma Public Schools

EDUCATING FOR RESPONSIBLE BEHAVIOR

Workbook — Studyguide

by

Helen Weber, MA

To Accompany

A Teacher In-Service Television Course

EDUCATING FOR RESPONSIBLE BEHAVIOR

Produced by
Paulist Productions
17575 Pacific Cst. Hwy.
Pacific Palisades, CA

ETHICAL QUEST PROJECT
Nat'l Endowment For The Humanities
Tacoma Public Schools

A Pennant Press Publication
8265 Commercial Street No. 14
La Mesa, CA 92041

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TACOMA PUBLIC SCHOOLS
INSERVICE EVALUATION FORM SUMMARY SHEET

Workshop/Class Title Educating for Responsible Behavior Course No: 5680

Dates Offered Feb. 12-Mar. 20, 1980 Instructor Leonard W. Holden; Leonard Ehly

Place Resource Materials Center, Henry Foss High School Date 3-20-80

Demographic Information:

Below are summaries of the number of entries made in the following categories.

POSITION		INSTRUCTIONAL LEVEL		YRS. OF SERVICE	
2	Administrator	2	Pre-School	2	0 - 3 years
	Counselor	2	Head Start	1	4 - 9 years
	Nurse	3	Kindergarten	2	10 - 19 years
	Paraprofessional	2	Primary (1 - 3)	2	20 or more
1	Teacher, Reg. Ed.	2	Intermediate (4 - 6)	**SCHOOL DISTRICT**	
1	Teacher, Spec. Ed.	3	Junior High	7	Tacoma
3	Other (Specify)	4	Senior High	1	Other (Specify)
	Librarian				

Mean Scores: (Strongly Agree = 4; Agree = 3; Disagree = 2; Strongly Disagree = 1)

	Mean Score
1. The program had adequate, clearly identifiable goals.	3.22
2. This program met my expectations in terms of its stated goals.	3.00
3. It has been of value to me in my professional duties.	3.22
4. Physical facilities were suitable for the activities.	3.55
5. The resource people were appropriate for meeting the program's goals.	3.44
6. The instructor was effective.	3.55
7. I would recommend this program to a colleague.	3.42

Number Responding N= 9

118

Overall Mean Score = 3.34

Computed by Date

SD - 3 4/78

(Over for Comments)

Briefly describe the strengths and weaknesses of the program.

STRENGTHS

Excellant course. It is where I am. I rediscovered myself. I am rediscovering the children in a new and exciting way.

An instructor is very helpful in this type of program. Where just open discussion after among the teachers is just not as good.

Broad range of topics covered. Interesting discussions

Good instructor

The material was good quality except We need to deal with value education in Tacoma.

The TV programs were logically structured and easy to follow. I benefited greatly from the class demos.

The instructor's knowledge of this subject and his ability to quote and suggest sources of information were the most valuable part of this course.

The course stimulated reflection in the area of self awareness of values, as well as on the role of the teacher in developing a sense of values

WEAKNESSES

Class time went too fast. There is too much to learn for 3 credits. Video tape covered too much too fast.

This type of video tape program goes too fast. I felt I would like to see the program more than once. Working in the workbook was not necessary

Lacked focus--tried to do too much almost. Lack of workbooks for first sessions worked a real hardship on staff and class members.

Too much material, no textbook

Moved too quickly through difficult material or complex ideas. I am not sure where to go next.

The class sessions were at times confusins. It would have been good to have more problems that we solved using one of the models. Often there were a lot of unanswered questions, a lot of diversions from subject on hand. We rambled alon

The films did not give the student enough time to write down what was said and to take notes. The workbook was most frustrating. Many of the questions were redundant. They were not concrete I felt that it took away rather than added to class discussion

There was a lack of cohesion in general. The workbook and films provided one level and focus whereas class discussion provided another Sometimes the interrelationships was obscure. It'll take awhile to synthesize

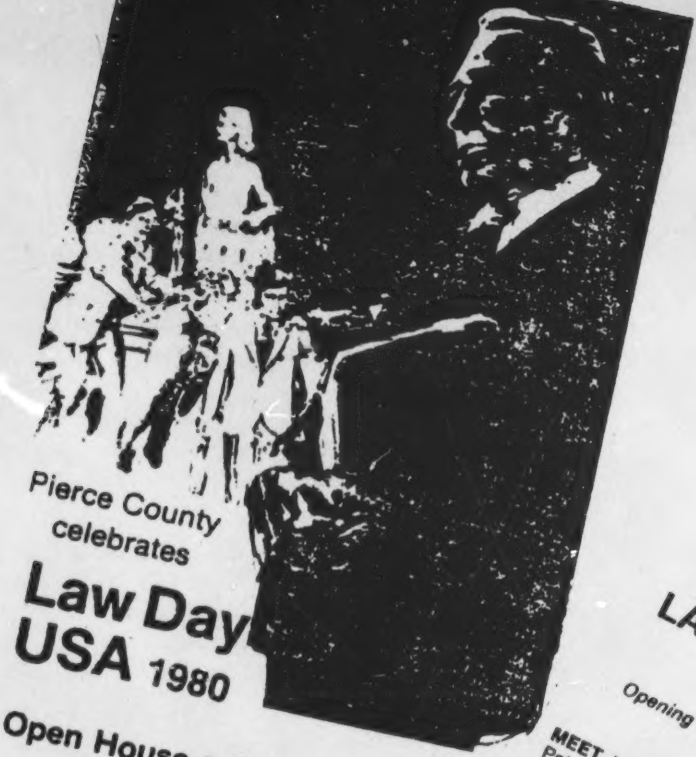
9. If this workshop/class is offered again, what changes would you suggest?

We had a fine instructor and should have had more time to share his wealth of experience. The video tape could have been much more simply done with only demonstrations of the various theories on may levels. Leave the teaching of background to the instructor so that it could be geared to class needs and at a proper speed.

Have a textbook.

Two additional sessions be spent reviewing and discussing the implementation of material covered in course would be more valuable than writing a paper.

More applications of methods



Pierce County
celebrates

Law Day
USA 1980

Open House • Saturday • May 3
10 a.m. to 2:30 p.m.
County-City Building, Tacoma

Law and lawyers— working for yc

In the United States, we have laws that protect eact have national laws, state laws and we also have son the people in Tacoma or Pierce County.

We elect people to make and carry out our law great deal of study to make sure that the laws ' every person's rights.

A lawyer is a specially trained person who h law to her or his client and to represent the

How do you become a lawyer?

To become a lawyer, it is necessary to approximately three years of Law Sch hope to be lawyers take a special test c equal number of women and men c

What can you expect from a

...you can expect a lawyer to kr trials and other court procr

...you can expect lawyers to

...you can expect lawyers to help th
...you can expect lawyers to serve at al clerk to the President of the United States.

Have you or your family ever had the servi

Lawyers help many people and families:
...to write a will
...to settle property when someone dies
...when people are divorced or separated
...when children are adopted
...when accidents occur
...when you are accused of breaking the law
...when young people - and older people - are abused or hurt
...when you have a problem with money or property
...when you sign a contract
...when you buy things that don't work

If you need a lawyer, how do you find one?

Ask a person whom you trust: counselor at school, a teacher, a minister, a friend or neighbor whose judgment you value. Another way is to call the Bar Association of Pierce County. (383-3432)

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Saturday May 3, 1980

Opening Ceremony 10 a.m. -- Court Room 100

Cafeteria open to public

MEET Judges, lawyers, Tacoma police, Wash. Patrol, Pierce County sheriff officers, community service organizations - Puget Sound Law School.

SEE a variety of court case related agencies, films and s

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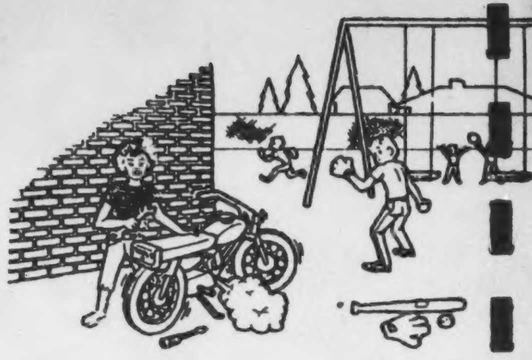

F. *What do you think this boy is doing or planning to do? How did he to the school grounds? Where do most kids ride their motorbikes? Why? Is this b going to be safe riding this motorbike? Why? What would you do to make it saf Why? What law or laws apply to this picture? Why? What might neighbors and/o parents say about this situation?*

ACKNOWLEDGMENT. The illustrations and questions on this page and the discussion questions, and suggested activities presented on the inside pages ar a Law Unit prepared as part of THE ETHICAL QUEST IN A DEMOCRATIC SOCIETY, a project funded by THE NATIONAL ENDOWMENT FOR THE HUMANITIES and developed by Tacoma Public School teachers Gerald McNamara, Joyce Myhre, Linda Foote Smith, Jan Thorne, and Jann Welsch.

The Lawyers' Wives of Pierce County is grateful to the Tacoma School Dist for permission to reproduce this material for distribution to 8000 fifth grade stu in Pierce County. The organization particularly wishes to thank Delbert Cross, Dr. Menion, Dr. Leonard Holden, Winnifred Olsen, and Gail Kirk of the Tacoma Public Schools for their support of Law Day 1980. The cooperation of all school districts in Pierce County is appreciated. Teachers wishing additional materials may contact Dr. Holden.

3: *Which is most importan*

Everyone over 14 has disappeared. Below is a list of laws which existe before the disappearance. Read each of the laws. Put a "10" on th ne to the law which you think would be the most important one to k . Pu "9" beside the law which is second most important. Rank al law Number "10" will the most important law to keep and number "1" be t least important law to keep. Compare your list with your group.

Your opinion		Grou pinio
_____	It is against the law for children to be abused or neglected.	_____
_____	It is against the law to kill people.	_____
_____	It is against the law to drive a car without a license.	_____
_____	It is against the law for minors to drink alcoholic beverages.	_____
_____	It is against the law to be cruel to animals.	_____
_____	It is against the law to make unnecessary noise or disturb others.	_____
_____	It is against the law to steal things.	_____
_____	It is against the law to threaten or beat up other people.	_____
_____	It is against the law to drive faster than the posted speed limit.	_____
_____	It is against the law to destroy property.	_____

Give a reason why:

a. The law which you ranked as number 10 is the most impo nt.

____

____

b. The law which you ranked as number 1 is the least impor t.

____

____

PARTICIPANTS

BRECKENRIDGE, LEONARD, Adm
County Juvenile Cou
BUTLER, SKIP
Gler

DJR/WCA SPRING CONFERENCE

Yance Tyee Motor Inn,
Tumwater, Wa.

APRIL 30, MAY 1 AND 2,
1980

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Clark
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Alameda County Mental Health nd
Family Mental Health Ce ia
TENNYSON, RAY, Ph Maryland, Bal
THO

THURSDAY, MAY 1, 1980

8:00 a.m. - 5:00 p.m.
REGISTRATION

8:30 a.m. - 10:00 a.m.
"SEXUAL SOCIETY IN PRISON"
Makah Room

Speaker: Robert Jones, Ph.D.
Introduction: Richard Vernon

"SIX STAGES OF MORAL DEVELOPMENT"
Quinault Room

Speaker: Leonard Holden, Ph.D.
Introduction: Robert Orlando

10:15 a.m. - 11:45 a.m.
"BOOTSTRAP KID"
Makah Room

Speaker: Michael Ebner, Ph.D.
Introduction: Robert Winchell

nson
Hill
Billie Ingraham
Rick Keenan

Robert Pattison
Dale Smith
Virginia Swanson
Robert Winchell
Gary Wood
Chuck Wright

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From: "THE PROBE"
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Stages of Moral Development

summation by
Robert Orlando

LEONARD HOLDEN, Ph.D., Coordinator of Research and Evaluation for Tacoma Public Schools, built his presentation around the research and writings of Dr. Lawrence Kohlbert. He discussed each of the different stages of development and utilized visual aids and examples to further clarify each stage.

Robert Orlando, introducer (left), Leonard Holden, speaker.

STAGE 1 was labeled *Punishment and Obedience* (Preconventional Level)
Concern about self-egocentric. Fear of punishment is central. Obey those who have more power than you. Physical consequences of an action determine its goodness or badness. Moral rules are set by others — dominated by outside forces. You don't consider the interests of others or recognize they are different from your interests.

STAGE 2 was labeled *You Scratch My Back and I'll Scratch Yours* (Preconventional Level)
Concern about other people limited to what they can do for you. Do whatever you feel like doing or whatever is in your self-interest — egoistic. Help others so they will help you. Equal exchange of favors or bad actions. Basic motivation is to satisfy your own needs and desires. Don't consider the needs of others unless it will also benefit you.

STAGE 3 was labeled *Good Boy or Nice Girl* (Conventional Level)
Concern about what other people think, especially family and friends. Conform to group standards and expectations. Good behavior is what pleases and helps others and is approved by them. Desire to be considered a "good boy, girl, daughter, father, friend, etc." Live up to what is expected of you by people close to you. You can put yourself in other individual's place and can see other's point of view. But still does not consider a generalized system or society's point of view on a moral question.

STAGE 4 was labeled *Law and Order* (Conventional Level)
Concern for keeping order in society. Do your duty and show respect for rules of the society in which you live. Rules and laws are essential for society to be able to work. Maintain basic laws and structure of society so society can provide justice and other good things for its members. Focus on preserving society and social order. The codes of important social groups (government, church, etc.) provide guidelines for making moral decisions. Can see self and others as part of a larger social system or society which is more important than the individual.

STAGE 5 was labeled *Social Contract and Agreement* (Postconventional Level)
Individuals and individual rights are more important than society and its rules and norms. Purpose of society is to guarantee justice, liberty, equality for all its members. Groups of people living together form a society and establish a social contract among themselves so that their basic rights are protected and fair rules can be made. Society's rules and laws must protect and promote the individual's basic rights. These rules should be changed if they are unfair or violate people's rights — law creating perspective. Rules should promote the greatest amount of good for the greatest amount of people while protecting basic rights. People should operate in society thru agreement, contract and due process of law. Morality of the U.S. Constitution. Deciding what is right involves considering the rules, laws, and norms of the society but also considering what will best promote the principles of justice, liberty and equality since these are the purposes for having rules or laws. Sees both the legal point of view and the principled moral point of view with emphasis on principles.

Overall it was an excellent session and more time actually was needed since interaction with the audience was cut off due to time. However, there was some stimulating discussion and I believe most everyone carried away some new insights with regard to Moral Development.

Editors note: Robert Orlando is School Administrator for Cascadia, Faith Home, Remann Hall and the Tacoma Learning Center.

Invitation to "Over the Hump"

9/27/79

Box 125
Mazama, WA. 98833

You are cordially invited to share Phil Brownler's barbecue and Walt Roys' beans with some Okanogan County High School students and their guests from Tacoma at the Old Gamble Mill site, September 27, 1979 at 6:00 p.m.

The occasion is an exchange "Over the Hump" between Foss and Wilson High Schools in Tacoma and Brewster, Bridgeport, Liberty Bell and Pateros in Okanogan County. The old mill is a symbolic spot where travelers and freighters used to pass on their trip "Over the Hump" from Brewster to Twisp.

Several old timers who used to make the trip will be on hand to reminisce and help celebrate the occasion in a program beginning at 7:00 p.m. The ragtime Hottells will add a musical salute to the verbal one.

Bob Lyon, Project Director

'Over the Hump' exchange students gather at old mill

Exchange students dish up in the chow line.

Imagine if you will the turn-of-the-century. Horses and men working in the woods cutting timber. Sawdust flys in your face as you walk around the houses, barns and tool sheds that were once, long ago, part of Gamble's Mill, between Brewster and Twisp.

That was the order of the evening as 75 students, teachers, parents and friends gathered in the woods above Brewster celebrating "Over the Hump", the exchange program for Eastern and Western Washington high school students. Song, food and reminiscing about the "old days" highlighted the outdoor party.

"Over the Hump" is the name given the exchange program by coordinator Bob Lyons. The program, funded by Washington Commission for Humanities is in its second year giving high school students a look at life in an area of the state totally different from their own.

Gamble's Mill, once a flourishing operation, was aptly chosen as the site for Brewster, Bridgeport, Pateros, Liberty Bell, Foss and Wilson high school students to meet. It too, was a meeting place for travelers "over the hump."

Bill Robler, Frank Thurlow and Roy and Tula Warner delighted their young audience with tales about the "good, ol' days" when horseback travelers would stop and rest at the mill site between Brewster and Twisp.

BEST COPY AVAILABLE

Quad-City Herald

10/4/79

Serving the towns of Brewster, Bridgeport, Mansfield, Pateros, and the lower Methow Valley

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Local and Tacoma high school exchange students and friends enjoy sing-along music by the Hottel Band, Twisp, at Gamble Mill site. (Story and more pictures on page 6.)

2

EVALUATION

EVALUATION OF STUDENT OUTCOMES IN THE ETHICAL QUEST PROJECT

This area or aspect of the Ethical Quest project has been fraught with frustration and difficulties, but not unexpectedly. Those who have explored the areas of affective and moral/ethical education and measurement of their outcomes are aware of the major problems that lie therein.

This project established a rather expansive set of evaluation components. In the Continuation Proposal the project director, Dr. Paul Sullivan, had a chapter titled, "EVALUATION," pages 31-42. In summary it included the following proposed evaluation activities:

A SUMMARY OF PAUL SULLIVAN'S EVALUATION DESIGN AS REPORTED IN THE CONTINUATION PROPOSAL (Nov. 1, 1976)

1. Changes in Students
    1. Content knowledge of the humanities curricula.
        - Individual or group changes?
        - By pencil and paper pre-post tests.
        - By tape observations of content knowledge responses.
    2. Ethical reasoning ability (developmental level)
        - Group mean moral level of reasoning shifts.
        - Pre-post test results on selected groups.
        - Experimental and control groups (nonequivalent group model).
        - Student role-taking ability.
        - Student levels of ego development.
        - Self-evaluation.
        - Pre-post written products comparisons (logs, essays, case studies, etc.).
        - Pre-post audio- and videotape comparisons (by students, by evaluator).
        - New instruments and/or methods.
    3. Cognitive (intellectual) skills development
        - Writing samples comparisons from different times during course.
        - Oral expression samples (audio,video) from different times during course.
        - Improvement of:
            - vocabulary,
            - evaluation of factual claims,
            - formulation and asking relevant questions,
            - understanding and creating analogies,
            - interviewing people and evaluating information obtained.
    4. Unobtrusive data collection
        - Level of involvement of students in class discussions.
        - Regularity in attendance.
        - Student consistency in handing in work on time (non-causal, but could correlate with items in 1, 2, and 3 above).
        - Other students', parents' and teachers' observations of students in program regarding behavior pattern changes, increased sensitivity to ethical issues, willingness to participate in discussion, degree of participation in school and community affairs.

What were some of the problems that arose in trying to perform these evaluations?

CHANGES IN STUDENTS

I. Content Knowledge of the Humanities Curricula

The content of the humanities curricula was not standardized in any way, nor was more than one teacher using any particular unit in the same way.

The use of the term, humanities, did not describe but only very indirectly what pupils were asked to do in this subject area. Definitions of the humanities from various dictionary sources read:

1. The American College Dictionary, 1960
   a) the study of Latin and Greek Classics. b) the study of literature, philosphy, art, etc., as distinguished from the social and physical sciences.
2. Funk and Wagnalls New Standard Dictionary of the English Language, 1959
   The studies or branches comprising polite or classical literature collectively, as philology, rhetoric, poetry, grammar, the Greek and Roman Classics, archeology, etc.
3. The Random House Dictionary of the English Language, Unabridge, 1967
   a) a study of classical languages and classical literature,
   b) the Latin and Greek classics as a field of study,
   c) literature, philosophy, art, etc., as distinguished from the sciences.

An examination of published tests for the humanities provided nothing suitable for what our teachers were teaching and practically nothing for the humanities per se.

Should we have located or created tests in the humanities that were suitable for use with the few teachers who were teaching the humanities, what increased measurable content knowledge should be expected because these humanities curricula were being taught in a values education context, was never really clarified. We were not able to measure content knowledge changes in the humanities curricula as presented in this program.

II. Ethical Reasoning Ability (Developmental Level)

Although we used the DIT[1] more than any other pencil and paper test to gather student performance data, this evaluator feels the data produced is spurious or factitious because of the following unresolved problems:

---

[1] *(DIT) The Defining Issues Test by Jim Rest, University of Minnesota*

1. Partly by design, because the Ethical Quest project was not teaching one particular values theory and it was not creating a new, separate, moral curriculum, teachers who used the test did not select and state beforehand the theory model they were assuming to guide their moral/ethical educational activities. There were no hypothetical bases clarified for the teaching or learning activities taking place. The results could be as much a measure of values clarification, indoctrination, or action theory treatment as they were assumed, post hoc, to be evidence of moral cognitive stage placement or development. The test may have been designed to fit a Kohlbergian moral development theory but teachers were not identified as teaching to that theory.

2. There were no controls established for age, sex or ability groupings of students, frequency of moral education learning activities, length of activities, content of activities, or method of teaching the activities. Each class did its "own thing" when it fit the occasion, as often as was wanted, and as long as it was appropriate, but there were no controls on these treatment factors.

3. Whereas the test was recommended by the director and consultants as the best paper and pencil test available, it had the following criticisms to face. *Martin, Shafts and Vaneinse,* (Developmental Psychology Journal, 1977, Vol 13, No 5, pp 460-68) "criticized (the test) on the grounds:
   - (a) that some stagees have many more items associated with them than do other stages (hence scale scores are not comparable with one another),
   - (b) that different dilemmas have different numbers of items from a given stage,
   - (c) that there was a significant artifact for stage 3 and stage 4 items,
   - (d) and that this order effect interacted with age group.
   - (e) Finally, there was evidence in three of six dilemmas that a subject's decision was correlated with his state of reasoning. It was suggested that the relation of stage to age could be clarified if the design of the test were changed to eliminate the possible effects of decision."

Alan L. Lockwood, (Review of Educational Research, Summer, 1978, Vol 48, No 3, pp. 325-364) in a detailed examination of the literature about "The Effects of Values Clarification and Moral Development Curricula on School-Age Subjects: A Critical Review of Recent Research," notes regarding the warranted claims of the effects of Kohlberg-based moral education, that

(a) Variability in treatment effects deserves more careful investigation. Reporting mean scores exclusively, however, masks out variability in treatment effects. Frequency and magnitude of obtained changes should be regularly reported.

(b) No subject should be claimed to have advanced unless a substantial gain is obtained, at least one third of a stage or more. Researchers have not established what is a gain before claiming developmental changes for individual subjects.

(c) We have lacked random selection of subjects for experimental and control groups.

(d) We have neglected to isolate the relative impact of different sub-treatments in the psychological education intervention approach.

(e) Most treatments seem to stimulate development through the stage two, stage three range. More work is needed on intervention designed to promote principled (higher stage) reasoning.

(f) Researchers would provide an important service by identifying the extent to which changes in moral reasoning are associated with observable or inferred changes in the behavioral, affective, and cognitive realms. Research is needed to establish the relationship between moral reasoning and citizenship.

John C. Gibbs, (Harvard Educational Review, February 1977, Vol 47, No. 1) raises these issues:

(a) Whether Kohlberg's principled orientations are stages is rendered problematic by the fact that they are rarely found. The apparent rarity of the principled orientations is evidence against their significance as part of a Piagetian stage sequence.

(Note: the evaluator has read, but cannot identify the source at this time, that Kohlberg has recently dropped Stage Six from his sequential moral development system.)

(b) Greater attention must be accorded to the distinction between natural and existential human development in Kohlberg's theory of moral judgment development. Treating human ethical constructions, whether natural or existential, uniformly in Kohlbergian theory, fails to take into account the crucial distinction between implicit theories-in-action and detached reflections upon one's theories-in-action. Explicitly distinguishing these themes, the existential and naturalistic, will help in the further development of Kohlbergian theory on the development of moral judgment.

Steven R. Yussen, (Developmental Psychology, 1977, Vol 13, No 2, pp. 162-163) suggests from his research that "when children spontaneously formulate moral dilemmas, they may produce something quite different from the dilemmas used by Kohlberg and his colleagues to assess moral reasoning."

Jed Lewis and Robert J. Groffore, (Paper, Michigan State University, "Attributional Dimensions of Moral Judgments")

> "This study investigated the attributional dimensions of responsibility that enter into making a moral judgment in six moral dilemma stories used to measure subjects in terms of Kohlberg's theory of moral development. . . . .
>
> . . .Two interesting findings have emerged from this study. First, based upon the results of the semantic differential scales, it appears that attributional dimensions underlie moral judgments made regarding the action and the actor, at least insofar as the DIT is an accurate index of that construct.
>
> Second, the attributional dimensions of the action that are used by an individual appear to vary as a function of the moral context. This second finding raises questions about the completeness of a stage theory approach, such as Kohlberg's, for conceptualizing moral judgments. A stage theory approach emphasizes that a person in a given stage of moral development will be consistent in his moral judgments across a variety of situations rather than make judgments which vary as a function of the situational context.
>
> The results of this study suggest that if the stage theory approach is to continue to be useful, the context-sensitivity suggested by the attributional approach needs to be incorporated within it."

Mouw and Foxx, (AERA paper, 1979, Southern Illinois University at Carbondale)

They report Cruce-Masts finding of at least a moderate relationship

> between empathy and moral judgment which adds credence to the notion that mature moral judgment may be a multifaceted dimension that involves both cognitive (the ability) and affective (the desire) criteria for thinking in a morally-mature manner.

Test results from the DIT are reported in the Appendix for several of the samples taken in this program. However, because of the criticisms of the instrument reported here and elsewhere in the research, the results are not considered particularly useful in the evaluation of pupil outcomes or effectiveness of the Ethical Quest project.

Results of sampling other aspects of the project by additional paper and pencil tests are also to be found in the Appendix.

That the evaluation problems encountered by this project when attempting to measure student change were not out of the ordinary, is supported by the findings of Robert Feldmesser and Anthony Cline of the Educational Testing Service, Princeton. In their recent Danforth Foundation Study of six different values education projects, each identified with a specific theory model following Superka, they reported,"No pencil and paper tests we saw appeared relevant or suitable," to measure pupil change.

The sites visited and theory models identified with them were as follows:

RATIONALIST, LEGALIST APPROACH -	Waller High School, Chicago, IL Highland High School, Salt Lake City, UT
ACTIONIST PROGRAMS -	Southwest High School, Minneapolis, MN Mitchell High School, Colorado Springs, CO
VALUES CLARIFICATION -	Ossining High School, Ossining, N.Y.
DEVELOPMENTAL -	Bakersfield Project, Bakersfield, CA

STAFF TRAINING OBSERVATIONS

1979-80

It was noted earlier that 178 additional teachers received training in values education during this year of final NEH funding. The addition of these people brought to 244 (14 percent of the Tacoma teaching staff), the number of teachers who received training in values education. There are teachers now in all junior and senior high schools and in all but five of the 42 elementary schools who are involved to some degree in Tacoma's "Ethical Quest in a Democratic Society." The original target of 200 to 225 teachers becoming involved in this project has been finally achieved.

Following the name lists (sorted by school) of those who attended these recent workshops will be found their evaluation summaries for each of the three sessions.

LIFE IS PRECIOUS

IT'S A WOMAN'S CHOICE!

PERSONNEL STATISTICAL SUMMARY

(1975-1980)

	Continuation Grant Estimate of Ethical Quest Staff Expansion	Actual	Losses During or at End of Year
1975-76 Original Staff Group Selected	--	23	7
January to June, 1977	20-25 Additional staff	24	
1977-78	75 Additional staff	--	5
1978-79	100 Additional staff	19	2
Anticipated/Actual	200 Estimate	66	14
1979-80 Additional Trainees		178	1

Reasons for Losses reported: Health - 2; Change of assignment - 4; Sabbatical - 2; Loss of interest/difference of opinion - 3; Maternity - 1; Left system - 1; Reduction of staff - 1; Deceased - 1.

Subject Matter/Grade Level Participants

Elementary	
Head Start	3
Follow Through	2
Kindergarten	5
First Grade	9
Second Grade	7
Third Grade	14
Fourth Grade	12
Fifth Grade	19
Sixth Grade	16
Librarian	6
Nurse	1
Resource	3
Special Educ.	2
Title I	3
Basic Skills	2
Reading	1
Psychologist	1
Developmental	2
ESAA	1
Counselor	1
Handicapped	6
Physical Educ.	1

Junior High	
English	15
Mathematics	8
Health	7
Special Educ.	5
Resource	4
Social Studies	4
Science	4
Music	3
Industrial Art	2
Home Economics	2
Art	2
Psychologist	2
Counselor	1
Librarian	1
Physical Educ.	1

Voc-Tech. School	
Office Occupa.	3
Cosmetology	1
Auto Mechanics	1
Practical Nursing	1
Parent Education	1

Senior High	
Social Communicative Arts	11
English	9
Business Educ.	7
Social Studies	4
Health	4
Foreign Language	4
Counselor	3
Special Educ.	3
Librarian	2
Music	2
Mathematics	2
Teenage Parents	1
Physical Educ.	1
Science	1
Home Economics	1
DVR	1
Humanities	1

Sex and Ethnic Description of Participants

Elementary		Junior High		Senior High	
Female	Male	Female	Male	Female	Male
89	33	31	29	30	25

Sex and Ethnic Description of Participants (Cont'd.)

Elementary		Junior High		Senior High	
		Asian American	1		
Spanish American	1	Spanish American	1	Spanish American	2
Black	5	Black	2	Black	2
Caucasian	116	Caucasian	56	Caucasian	50

OVERVIEW OF PERSONNEL IN THE PROJECT

Director:	Dr. Paul J. Sullivan	February 1976 to June 1979
Resource Coordinator:	Dr. Mary Dockstader Stone Sullivan	Spring 1975 to June 1979
Evaluator:	Dr. Leonard W. Holden	Fall 1975 to August 1980
Secretaries:	Sue Pearson	1976 to March 1978
	Lois Pruitt	March 1978 to July 1979

First Year Staff Selections 1975-77

School - Teacher Name	Subject/Grade
HENRY FOSS HIGH SCHOOL	
Sally Granquist	Social Communicative Arts
Kenneth R. Pratt	" " "
Robert Rife	" " "
Richard Sears	" " "
MOUNT TAHOMA HIGH SCHOOL	
*Nancy Davis (Adams)	Health
Claudia Weremuik	Librarian
WILSON HIGH SCHOOL	
Douglas Whitaker	English
BAKER JUNIOR HIGH SCHOOL	
**Mark Fey	Social Studies
*Joe Hallberg	Health
*Dennis McInteer	English
Stephen Oliver	Health
HUNT JUNIOR HIGH SCHOOL	
**Christine Hanson	English
Thomas Reynolds	Social Studies
Terry Rice	Health
MCILVAIGH JUNIOR HIGH SCHOOL	
Susan Sailer	English
TRUMAN JUNIOR HIGH SCHOOL	
James Smith	Health
BOZE ELEMENTARY SCHOOL	
*Brenda Cantrell	Fourth
Gerald McNamara	Sixth
Lynda Smith	Sixth
Jan Thorne	Fourth & Fifth
Jann Wetsch	Sixth
WHITTIER ELEMENTARY SCHOOL	
LaVonne Davidson	Second & Third
Joyce Myhre	Fifth

*Left program after first year
**Went on sabbatical

Second Year Additional Staff 1977-78

School - Teacher Name	Subject/Grade
HENRY FOSS HIGH SCHOOL	
Loni Fay	Social Communicative Arts
Paul Martin	" " "
Dean Mellor	" " "
Sharon Oswalt	" " "
MOUNT TAHOMA HIGH SCHOOL	
Margaret Clogston	Teenage Parent Class
Arlene Walton	Division of Vocational Rehabilitation
WILSON HIGH SCHOOL	
Frances Bentley	English
Susan Sailer (Transferred from McIlvaigh)	English
Paul St. Clair	Social Studies
Charles Yenter	Social Studies
Robert Lyon	English
HUNT JUNIOR HIGH SCHOOL	
Jim Bennett	Health
MCILVAIGH JUNIOR HIGH SCHOOL	
Alice Hurley	Health
Lee Landrud	English
Betty Nylander	English
TRUMAN JUNIOR HIGH SCHOOL	
*Barbara Reynolds	English/Social Studies
MARY LYON ELEMENTARY SCHOOL	
Gerald McNamara (transferred from Boze)	Sixth
NORTHEAST TACOMA ELEMENTARY SCHOOL	
Mardell Buffington	Nurse
*Jane Irvine	Librarian
*Barbara Leary	Second & Third
Marian Pratt	Sixth
*Kathleen Roland	Fourth & Fifth
*Gorow E. Sagara	Fourth
Daryl Smith	Sixth
Mary Trier	Second
Sheila Wray	Fifth

*Left program after their first year

Third Year Additional Staff 1978-79

School - Teacher Name	Subject/Grade
HENRY FOSS HIGH SCHOOL	
Judy Gammell	Social Communicative Arts
Eunice Johnson	" " "
Betty Truitt	" " "
MOUNT TAHOMA HIGH SCHOOL	
Marjorie Griffin	Health/Social Studies
Paul St. Clair (transferred from Wilson)	Social Studies
Torrey Wickman	Social Studies
WILSON HIGH SCHOOL	
*Toni Bos	Bionomics
Mike Minor	English
BELLARMINE HIGH SCHOOL (Parochial)	
Alice Hurley (formerly Tacoma Public Schools employee at McIlvaigh Jr. High)	Health
LIBRARY SERVICE CENTER	
**Claudia Weremuik* (Reassigned from Mt. Tahoma library staff)	
HUNT JUNIOR HIGH SCHOOL	
Patty Steen	English
JASON LEE JUNIOR HIGH SCHOOL	
**Chris Hanson* (returned from sabbatical)	English
Ken Wiley	English
NORTHEAST TACOMA ELEMENTARY SCHOOL	
Jim Bunnell	First
PARK AVENUE ELEMENTARY SCHOOL	
June Wilfong	Fifth
REED ELEMENTARY SCHOOL	
Jan Hartley	Second
ROOSEVELT ELEMENTARY SCHOOL	
Renee Ahlbrecht	Follow Thru Kindergarten
STANLEY ELEMENTARY SCHOOL	
Terrance Keenan	First
Jean Lindberg	Kindergarten
Carlotta Miller	Second & First
Mac Oliver	Second
Hortense Refour	First
Nancy Zittel	Head Start

*Left program during the year.

SCHOOLS PARTICIPATING

IN THE ETHICAL QUEST PROJECT

(1975-1979)

SCHOOL	PRINCIPAL	YEARS IN PROJECT
ELEMENTARY - 8		
Boze	Vern Reis	4
Mary Lyon	H. George Weeks	2
N.E. Tacoma	Marjorie Kunschak	2
Park Avenue	Wesley E. Hillman	1
Reed	Harry L. Rygmyr	1
Roosevelt	Robert Brown	1
Stanley	Reuben Kvamme	1
Whittier	Forrest Hines, Jr.	4
JUNIOR HIGH - 5		
Hunt	Dean A. Haugen	4
Jason Lee	Marvin Shain	1
McIlvaigh	Jack M. Wentworth	4
Stewart *	John E. Clark	1
Truman	George L. Miller	4
(Baker)**	Elmer Peterson	1
SENIOR HIGH - 4		
Foss	Oliver Magnusson	4
Mt. Tahoma	Carroll Kastelle	2
Wilson	John W. Beer	4
Bellarmine	Fr. Daniel C. Weber, Pres.	1

* Involved minimally

** (Baker Junior High not involved after first year.)

NEW STAFF TAKING VALUES EDUCATION TRAINING

(1979-1980)

HIGH SCHOOLS

Henry Foss

Leonora Noble - Home Economics

Lincoln

Roy D. Bueler - Librarian
Michael Doran - Special Education
Eloise Glenn - Special Education
Russell Goff - German
Estelle Grant - English, Drama
Marianna Kitzman - Mathematics
Gene Kronlund - Mathematics
Joan Sikonia - French, Spanish, German
Neil A. Smith - Vocal Music
Ann Stewman - Business Education
Suzanne Tuggle - Counselor

Mount Tahoma

Bob Gallucci - Special Education

Stadium

William Garl - Reading
Rita Gurnard - Business Education
Edna A. Jones - Business Education
Marilyn McGlashan- Counselor
Melinda McInteer - English, Drama
Cherie Milos - English
Juan Remos - Spanish
Pat Richmond - Librarian
Josephine Williams - Physical Education

Wilson

Sharon Calloway - Business Education
Sharon Cratsenberg - Business Education
Howard Jensen - Science
Charles LeSueur - Counselor
Cenobio Macias - Spanish
Chris Rasmussen - Distributive Education
Dale Strickland - Instrumental Music
Don Teigen - Business Education
Roger C. Westman - Psychology

SUMMARY:

School	Staff Trained Previously	New Staff	Tota
Foss	11	1	12
Lincoln	0	11	11
Mt. Tahoma	6	1	7
Stadium	0	9	9
Wilson	7	9	16
	24	31	55

VOCATIONAL-TECHNICAL SCHOOLS

Bates Voc-Tech School

Sondra D'Ambrosio - Office Occ
Charles Falsetto - Auto. Mech
Edward Froebe - Office Occu.
Justina Gorjanec - Cosmetolog
Kathleen Good - Practical Nurs
Mary Oberg - Parent Education
Goldie Walker Royal- Office Occ.

SUMMARY:

Bates Voc-Tech	0	7	7

NEW STAFF TAKING VALUES EDUCATION TRAINING (Cont'd.)

(1979-1980)

JUNIOR HIGH SCHOOLS

Baker

James W. Hall - Librarian
Dolores Huffman - Special Adjustment
Matilda Kling - Art
S. Herbert Lee - Instrumental Music
Mollie Mitchell - Physical Education
Cheri J. Olson - Psychologist
Roselee Sauser - Resource
Katherine Schmidtke- English
Lois T. Smith - Special Education
Jean Twidwell - Science
Boyd Ward - Mathematics

Gault

Albert Davis - English
Robert Gorham - Instrumental Music
Ralph Johnson - Special Education
Marilyn Kinder - English

Gray

Gaylord Anderson - Psychologist
Clifford Martin - Mathematics
L. P. Pederson - Mathematics
Shirley Robertson - Vocal Music

Hunt

Sue Abegg - Resource
Kathleen Densley - English, Reading
Juan Diaz Hermandez- Art
Woodard Hunt - Mathematics
Anitra Jacques - Mathematics
John M. Troja - Industrial Education

Lee

Jeanne Baird - English
May M. Carrell - Special Education
Aubrey Elliott - Special Education
Carol Fain - Resource

Mason

Paul Bentley - Mathematics
Clare Bergstrom - Home Economics
Tom Havel - Science
Arthur Harris - Mathematics

McIlvaigh

Kathy Bergman - Speech
Mellissia Christensen- Resource
Cecil Stewman - Indus. Ed.

Meeker

Greg Kasner - English

Stewart

Wyley Beatty, Jr. - Mathematics
Kathy Keck - Counselor
Constance F. Key - English
Elinor Pero - Home Econ.
Theodore Smith - Science

Truman

Georgeanna Thompson - Science
David Whitehall - Social St.

SUMMARY:

School	Staff Trained Previously	New Staff	Total
Baker	4	11	15
Gault		4	4
Gray		4	4
Hunt	5	6	11
Lee	2	4	6
Mason		4	4
McIlvaigh	4	3	7
Meeker		1	1
Stewart		5	5
Truman	2	2	4
	17	44	61

NEW STAFF TAKING VALUES EDUCATION TRAINING (Cont'd.)

(1979-1980)

ELEMENTARY SCHOOLS

Arlington Grade
- Allie C. Peyton - 3

Browns Point
- Dale Friend - 5

Bryant
- Dan Murphy -Title I
- Ronald Richard - Basic Skills
- Mary Ann Petrich - Kdgn.

Edison
- Don Kvamme - Reading

Fawcett
- Terre Hovey - 5
- Dolores Larsen - 1
- Marjorie McCormick 3
- Teresa Tuel - 5/6

Fern Hill
- Don Glabe - Counselor
- Marianne Hall - 2
- Corrinne Hansson-Special
- Wanda W[illegible] - Resource

Franklin
- Marvin Christel - Principal
- Carolyn Patterson-4
- Verna Timm - Librarian

Geiger
- Maxine Hinchen - 3
- Carole A. Whitney-3/4

Grant
- Daphne Burchfield-Kdgn.
- Nancy Hoff - Kdgn.

Jefferson
- Andrew Bussey - Phys. Ed.
- Ross Hunt - 6

Larchmont
- Christine Howard-3
- Dick Turnbull - 4/5

Lister
- Alfred Reed - 4

Lowell Grade
- William Weiss - 5

Madison
- Domenick Federico-6
- Greg Parcher - 5
- Linda Smith - 4

Manitou
- D. E. Broderick - 5

Mann
- Nancy Escure - 5
- Eloise Holden - Libr.
- Robert Lang - 4
- Rosemary LaRue - 1
- Laura Miller - 4
- Sandra Wojahn - 5

McCarver
- Wesley Carlson - 4/5/6
- Jeanne Hardesty - 6
- Valla House - 4/5/6
- Marianne LeSueur-2
- Helen L. Nelson - ESAA
- LaVonne Osterhaus-4/5/6
- Pat Pettit - Resource
- Lyn Powers - 4/5/6
- Kathy Prentice - 1
- Opal C.Smitherman-1
- Thelma Soltman - Title I
- Patricia Worrell-Title I

McKinley
- Patricia Dodaro - Developmental
- Betty Mongovin - Developmental

Oakland
- Betty Fleischmann-1
- Carol Tebbe - 4

Park Avenue
- John D. Forbes - 5/6

Reed
- David Duttry - Psychologist
- Mark Favre - 3/4
- Konnie Ogden - 5/6
- Dave Rosellini - 5
- Dennis Webster - Kdgn.

NEW STAFF TAKING VALUES EDUCATION TRAINING (Cont'd.)

(1979-1980)

ELEMENTARY SCHOOLS

Rogers Grade
Mary Fish - Head Start
Nobie Jean Judie - 2/3
Lori Smethers - Follow Thru
Gwen Walker - Special

Ruston
Modean Hill - 5/6

Seward
Gayle Hazen - 5/6
Deloise Smith - 2

Sheridan
Dick Wasankari - 5

Sherman
Pat Darville - 3
Margaret Demick - Resource
Virginia Potter - 3

Skyline
Nancy Coye - Handicpd.
Shirley Eckler - 2
Peggy Ellingson - 3
Beverly Evans - Handicpd.
Mary Ann Seher - Libr.
Mary Sinkovich - Handicpd.
Colleen Urquhart - Handicpd.
Ruth Wagner - Handicpd.
Kristi Wray - Handicpd.

Stanley
Gail Kirk - Libr.
Barbara Rasmussen - 5
Sophronia Tomaras - Basic Sk.

Wainwright
Dorothy A. Dedrick - 5
Norma Rettke - Libr.
Zoanne Tobie - 2/3
Phoebe Ulery - 3

Washington
Susan Burstad - 3/4
James Dewey - 6

Whitman
Wendy Stricherz - 6
Jack Sundquist - 5

Whittier Grade
Patrick Kelly - 4
Stan Kohout - 5/6
Estee Kronlund - 1
Carolyn Pierson - 5

Willard
Jim Lewis Francis - Head Start
Nelda Raymond - 3

SUMMARY:

School	staff Trained Previously	New Staff	Total
Boze	5	0	5
N.E. Tacoma	10	0	10
Park Avenue	1	1	2
Roosevelt	1	0	1
Stanley	6	3	9
Whittier	2	4	6

(Five schools never did participate in the program: Birney; Dash Point; DeLong; Downing; and Point Defiance.)

(Two schools became involved through transfer of previously trained staff: Mary Lyon and Reed.)

(Thirty-one schools became involved through the 1979-80 dissemination workshops -- see list reported here.)

		88	
	25	96	121

TACOMA PUBLIC SCHOOLS OFFICE OF RESEARCH & EVALUATION

ETHICAL QUEST WORKSHOP EVALUATION SUMMARY

First Workshop held December 8, 1979
Henry Foss High School Instructional Resource Center

ATTENDANCE: 67 Trainees : 32 Elementary; 16 Junior High; 14 Senior High; 5 Voc-Tech.
13 Group Leaders
Dr. Richard Hersh, Univ. of Oregon , Main Presentation
Dr. Leonard Holden, Coordinator

RESPONSES: 78 people returned evaluations

	RATING OF ACTIVITIES	5 Very Useful	4 (IN PERCENT)	3	2	1 Useless	NR
9 - 10:20	1. Overview of Moral/Ethical Education	65	22	9	4	0	0
	2. Theory Models of Values Education	36	35	19	6	0	4
10:20 - 10:45	3. Demonstration with Group Participa.	38	33	22	1	0	5
10:50 - 12:00	4. Demonstration with Students	50	37	10	3	0	0
1:00 - 2:30	5. Small Group Discussions (P.M.)	26	33	22	9	4	6
2:30 - 3:00	6. Concluding Session & Evaluation	17	32	28	8	4	11

7. What did you find most valuable in today's presentation?

Dr. Hersh's presentation (31)
Dr. Hersh's demonstration with kids (12)
Overview of moral/ethical education (10)
Small group discussions (9)
Handouts of units with actual classroom materials (7)
Morning session was great (2)

Introduction to stage theory
Exposure to the moral dilemma concept
Insight into students' minds
Impressed with the presenter; his interest in teaching made me feel good about being a teacher--also the importance of moral education
The building steps of morals
How to accept students' decisions without agreeing with them
Dr. Hersh's overview of perpetuating values of society
Hersh's speech reinforced my thinking
Dr. Hersh's ability to present a complex moral education view in a succinct, practical and very understandable way
Whole day most valuable, especially Hersh--very outstanding
Getting some written material to chew on
Small group discussions spelled out how dilemmas encourage thinking about one's choice of decision
The whole idea of moral values program
The recognition of a need for understanding values and incorporating this subject into our present curriculum
Using dilemmas to stimulate ethical and moral questioning among students
Also, forcing me to think through some ethical concerns in my professional and personal life
Ideas given in the small group discussions--units on law, etc.

7. (Cont'd.)

The stimulus to do more with values/morals in my classroom
The value of moral education, especially for the teacher
I felt all that was presented was meaningful. I liked the way the whole workshop was conducted because it dealt with valid, usable ideas and materials that are specific
The discovery, realization that one could in most any discipline teach students to think about moral decisions and values
Small group discussion provided me with some ideas to really use with my age group
Information about the six stages (Kohlberg)
A motivating guest speaker
Information on methods I can use more effectively
The difficulty of defining what's right or wrong in different situations
I found out I was at least a 4+
Not enough time in small groups

8. Have some questions been raised that you would like discussed further?

More information on classroom activities and methods that can be implemented in my room (2)
I want to apply these materials to math--how, that's the question (2)
How to write into science curriculum? (2)
How to apply this material to special education
More about other models; models other than Kohlberg, e.g., Simon, etc.
How can one implement the program in particular disciplines
Observe additonal work with students
Who makes the final decision--the group or the teacher?
How far should educators go in EQ without infringing on parental religious responsibility?
What resources besides text materials have been purchased that are available?
Need to know more to ask more; reading resources should help
Moral decision making--examine topics that are controversial
More information needed concerning relating this area to primary children (2)
Materials? Specific ideas?
Brain development and stages of moral development; what controls moral development?
Should parents be notified before presenting the program to students?
What is the relationship of values, education and religion?
The need to emphasize that the purpose of teaching moral values was not to "moralize," i.e., to get kids to be as perfect and right as we are, but to think better
Methods of initiating process
Some measure or way to evaluate the effectiveness of this activity
Relationship to SLO's (student learning objectives)
If the students were Quakers, other religions or Chinese, would their responses have been different?
More, more, more in-depth stuff about moral values education--more theory & practice
I would like to see something dealing with sex and drug abuse in an elementary setting modeled after some of these discussions
Maybe the staff needs this training as much or more than many of our students
America was born in revolution and a questioning of authority. It is time we question, as students and teachers, America's dominant role as a super power and as leader in development, research and deployment of nuclear arms--a tremendous dilemma for all of us!!

9. What kind of follow-up would you like to have to make today's workshop serve your needs better?

- Another workshop (4)
- I plan to take the TV-SPU course (3) a great idea
- Visit classrooms using these models (3)
- Try today's ideas and share outcomes later together (2)
- Video tape classroom teachers K-12 in ethical situations (2)
- Ways on implementation (2)
- Small groups working together on a pre-arranged schedule for the next year--similar grade or subject groupings (3)
- Hold a spring meeting (3) to share problems and successes
- A bibliography of suggested readings & film lists for elem.,jr. high & seniors (4)

Have another workshop in a year or two
Small group work on specific techniques (2)
List of good materials--films, filmstrips to be used
More specific information on implementing moral education
Complete explanation of various models other than Kohlberg
Having entire staff from particular schools utilize or stress moral values (importance of) in society
Perhaps a sharing session in a few months to discuss how we are doing, and get new ideas & re-motivated! Meet in April or May to discuss our progress
I know of no way it will help in my situation (a math teacher)
Hold a session for the subject area I work in--biology. A specific demonstration in the science area.
Establish building teams
Hold summer workshops for those desiring them
Follow-up discussions after using techniques
More in-depth study of teaching units
To continue reinforcements in this area for growth and knowledge--in-depth study
Released time to further explore area
More grade level things to use in the classroom
Observe more work with students
A refresher course with a fellow like Hersh. Hear Hersh again. A protracted mtg. with Hersh.
Set up class observation to see how one can use this program successfully
Individual reading and discussion by groups might help. I'm afraid some information will slip away from me
Someone to talk to about use of materials in classroom
Keep us updated on new materials
Same type workshop at buildings with teachers that work together(2) with lots of feedback and individualized instruction
Copy of the Law Unit
More study for fewer people rather than less study for more people
Get a better speaker (consultant)
That a building by building follow-up be made--too may teachers are involved in content when our society is falling apart and moral/ethical questions for teachers and students are paramount
We should have begun by examining our values in a dramatic, personal way--or at least begun with the student group, and allowed more participation from the audience; fishbowl seating?

10. Please suggest some ways this workshop might be improved for the next groups to participate.

Give the kids a mike--hard to hear them. I think it would be interesting to have two different groups of youngsters one right after the other, with neither group hearing what the other said.
I enjoyed this workshop--and feel re-energized to try to make my classroom and learning environment more valuable and responsive
It would be great to involve an entire staff in one building in the workshop.
Too much time at the beginning on justifying using values in education. Are many participants openly questioning the role of values education? If they didn't understand the role of this in education, would they be here? How many skeptics needed conversion?
More information on moral/ethical education made available before the workshop.
Longer small group discussions
I thought the P.M. session was good in that teachers who are actually doing this shared with us.
Go through the noon hour.
Show way it could be used by each participant (a math teacher)
In the length of time, a lot was done. Would suggest we should have brown bagged the lunch and offered film options.
Smaller groups for high school divided by subject areas--Great day! Len!
A multi-racial student group and staff; a morning break.
A one hour longer day with two ten minute breaks would allow for more coverage, as would a half-hour or 45 minute lunch with all eating here. High school presentations might be longer with fewer participants--or a written down agenda that made for more efficient presentations within the tight time limit.
Limit the time each small group presenter has so that there is equal representation.
More children involved--three groups--Grades 1-6, 7-9, and 10-12
More discussion time by grade levels
Have a break at 10:30; have more examples of dilemmas to discuss.
Cramming to much at one time!
Excellent!
More time to review handouts--even if workshop was extended 20 minutes.
Perhaps we should strive for more quality in participation rather than quantity
Video tapes of class situations would be meaningful
More time to involve people further; more time to interact.
Just great. People who helped by answering our questions
Concluding session be eliminated.
I felt as much as possible was accomplished in five hours
Be warmer and longer!
More practical things that can be used by staff
Bring back Dr. Hersh...and always have Dr. Holden to organize; he does a wonderful job.
Thanks for giving us this opportunity.
Map of building given to group, locate bathrooms, longer lunch time.
A display of materials; more small group interaction
Seemed well planned and well executed.
Disrict personnel--how they use the material or how they evaluate moral development
Leaders of afternoon groups should be from integrated schools in order to understand the situations created by busing.
I really enjoyed the workshop! Have taught values/communication skills--done lots of work in this area and still feel I learned alot today! Am excited to see this is an area opened to the classroom (a counselor)
More time is needed to present the program more adequately, as Dr. Hersh has mentioned. Follow his advice as to proper inservce procedures.
It was very good. Thank you.

10. Cont'd.

More time needed in the P.M. small groups.
Don't tell--show and get more involvement.
Small groups more specific--one of the groups I attended seemed to talk about anything in general.
Morning overview, etc., should be shortened so more time could be used in small groups.
Hand out essential material related to overview, with time to quickly review and therefore provide more "understanding" to take us one step farther in a short period of time.
More activities and games--less lecture,
More time with Dr. Hersh and with those individuals who have been with the program for some time,
More time so films could have been seen and discussed. Maybe a two day workshop wi total building involvement.
Explain purpose of afternoon more adequately.
Turn on the heat earlier.
More time in small group participation.
A morning break--that was a long stretch without a bathroom break!
The groupings could be smaller; a wider variety of main speakers from various religions or departments of philosophy and theology.
More group participation/involvement during the morning session
More activities that involved the audience and less of a lecture-audience format,
Allow for participants to write material in workshop to be used in class.
Not a major criticism but possibly allow more group participation by way of small groups doing some of the suggested activities. Thanks
Too much material and not enough time--perhaps fewer objectives. I would like a workshop like this at my school.
More time perhaps with small gorup involvement/participation,

LWH/12-19-79

TACOMA PUBLIC SCHOOLS

OFFICE OF RESEARCH & EVALUATION

ETHICAL QUEST PROJECT 1979-80

ETHICAL QUEST WORKSHOP EVALUATION SUMMARY

Second Workshop held January 12, 1980
Henry Foss High School Instructional Resource Center

TTENDANCE: 66 Trainees: Elementary 43; Junior High 13; High School 9; Voc-Tech 1.
16 Group Leaders; 8 student consultants
Dr. Richard Hersh, Univ. of Oregon, Main Presentation
Dr. Leonard Holden, Ethical Quest Coordinator.

Please rate the following activities: KEY.	5 Very Useful	4	3 (IN PERCENT)	2	1 Useless	NR
RESPONSES: 61 people returned evaluations						
. Overview of Moral/Ethical Education	33	30	23	11	3	-
2. Theory Models of Values Education	21	38	25	10	2	5
3. Demonstration with Group Paricipants	18	25	7	3	-	48
. Demonstration with Students	34	36	16	11	-	2
5. Small Group Discussions (P.M.)	33	31	21	13	-	2

6. What did you find most valuable in today's presentation?

r. Hersh; The morning lecture -(19) wish he could have been around for questions
Small group discussion in the afternoon - (15)
Demonstration with students - (7) particularly students comments about teachers and hypocrisy
Handouts - materials - (3)
Speaker and clarification of terms and models - (2)
Theory models and their explanation - (2)
Main speaker very good - (2)
Excellent teacher-prepared materials - (2)
Some challenge of held beliefs
Some confirmations - mostly confirmations
The speaker and leaders of groups helped reinforce my beliefs involving each person and helping them to be a part of society
Idea that moral judgment can be focus in classroom and not upsetting to community
I liked the idea that raising our consciousness on the subject of ethics and morals is one of main ojfectives - now to do it
The speaker's clarification and the group discussions
Introduction to ideas and sources for further exploration
The idea to attach a philosophical theory to classroom ideology/behavior
Law Unit; family and school rules units
Moral and value discussion
Getting new ideas in how to lead a value discussion; insights into concepts of moral/ ethical education
Group discussion on family unit
Administration needs to be made aware of this type workshop - school board members should attend a session with the administrators

6. (Cont'd.)

Ideas of Dr. Hersh - Teaching students to think through moral values
Reaffirmation of how important moral issues are to teach
Focused many ideas into a usable context
$10.54 an hour
Self-awareness
Understanding speaker's perceptions of right and wrong - situational ethics
Seeing their ambivalence was discouraging
Overview of moral education and relating it to classroom
The fact that common sense and order are most important in the classroom
Support for what I hope I've been doing
Good definitions and examples of morality and values
They served to clarify my stand on moral/ethical education
Dr. Hersh's explanations of the difference between morals and values, his presentation of the models, the demonstration with students (wish it could have been longer and more detailed) and the small group discussions and excellent materials
Dr. Hersh was excellent - a good one to relate to - makes one stop and think about the power a teacher has and the role to follow

7. Have some questions been raised that you would like discussed further? Please note them briefly.

Bibliography of books discussed by Dr. Hersh - (2)
Communication between teachers and administrators on issues
No - (4)
Meeting after trying it for awhile
Why won't the school district support this idea more - such as administrators being invited to workshop
Do we not have the right to express our moral values to students?
Why/or how did it happen that the primary discussion group got stuck on topic of spanking?
How effective is this program without cooperation of principals and rest of staff?
Getting a large staff to follow through on rules
What can be done to involve faculties work in closer harmony?
I'd like more discussion in regard to why humans tend to make and change their moral values relative to changing dilemma situations.What about man's spiritual nature to
Increased implementation into teaching of specific course content. Time usage
Principal involvement with faculty in discussion of these ideas - (2)
How do parents fit into the moral discussion and rules within a school?
Considering the time, it was quite adequate
Ways to use in classroom in depth
More discussion and/or lectures on values that involve moral issues and those that don't.
How do we convey all this work to our staff members not present today so that the program could be launched in our school?
How the truth can be extended to suit one's self - are there always shades of gray?
More on details
Some debate about the role of schools in moral education (pros and cons)
More ideas on dealing with students
How can each unique school operate as a total "moral" unit teaching kids necessary information with so many different personalities - teachers and administrators?
More on development of values from earliest stages
Is the movement to classroom control by the instructor really "new" or is the "new" a matter of semantics?
Evaluation of the process or skill in action
How do you arrange class management in order to get small groups?
In your opinion what area of conduct is not the school's to undertake?

7. (Cont'd.)

How can administration be made aware? How to improve teacher selectivity? How can ineffective teachers be helped - rather than reprimanded or ignored?

Self-concept of students; value judgments

Family rules

More interaction - different age groups

Without administrative backing, how can school discipline be improved?

How to get more people interested and involved in the approach and ideas presented here

8. What kind of follow-up would you like to have to make today's workshop serve your needs better?

How to use handout materials for special education children (written ideas)

Specific curriculum - group meetings to exchange ideas and materials - (3)

A whole staff involvement

Released time for classroom observations - (2)

More small group discussions - (2)

Sharing and discussions of ways these materials have been used - (2)

School libraries be given several copies of Hersh's books

Tacoma Administrators, especially principals, need to have a presentation by Dr. Hersh - (2)

Send new materials to participants in group and interested personnel

Get administrator commitment to support teachers who attempt these activities

Booklets from small group discussions

Discussion groups

Small groups within each school to help each other use and encourage moral education

Same group meet again to see how successful our efforts have been after 6 months or a year - (4)

An informal survey of participants as to whether or not they have used any of the presented material in class. How many times and continuum of how successful they felt they were

More presentations on role playing with students - how to present this

Development in the area of home ec

Something related to science - nuclear reactors, etc.

A small post-discussion on new ideas teachers have for moral education teaching

I must do my own follow-up

A follow-up deal, with children in the classroom

Take the course (SPU) suggested

Maybe a follow-up session with more and/or varied guest speakers

10 week course

Staff workshops so staff could learn to trust each other - discussion expectations - set standards to enhance fruition of expectations

More of Dr. Hersh

Follow-up evaluation

I'll contact names on the pamphlets

More demonstrations of questioning techniques to involve students - thinking

9. Please suggest some ways this workshop might be improved for the next group to participate.

More heat in this place - (6)

Less talking for long periods and more involvement of participants

Videotape student participation so we may discuss behavior

Workshop was instructive, definitive, and absolutely fascinating

I thoroughly enjoyed my day

9. (Cont'd.)

Buzz sessions in p.m. instead of present small group format - discuss what others have tried in their classrooms
Speaker talked for too long and said nothing
The speaker was poor. He rambled and seemed poorly organized.
Have speaker follow a clearer outline - would make listening and following easier.
Less overview - more involvement
A ½ hour preview would suffice as opposed to 3+ hrs. - Dr. Hersh is good but he played with the chairs so much it was distracting - a note from a former speech teacher.
Would be great for a staff if continued inservice sessions were held and theory put into practice
Show more films during lunch break
More teachers from same school get involved
Clearer focus on what goals of workshop were
More group discussion about what Hersh lectures on
Are there video tapes on classroom participation in the law unit? Sorry I couldn't hear all four elementary level small sessions
Longer period of time in small group discussions
Use moral/value situations in this workshop - let's practice what we preach.
I thought it was very adequate as it was
Two days instead of one
It might be valuable to have teachers involved in a discussion of what happens with the students during the student moral discussion
Films were not varied enough - if you wanted people to watch them
This was the best of the workshops I have attended to date
I found small group discussions of very little value - (2)
Little more organization of small group discussion - time limits, group size, etc.
Let us obtain content under actual situations
More specific suggestions in each grade level - (2)
More refined group (pm) presentations
Needs little improvement
Films needed follow-up discussion - I was at a loss as to what the film was about.
More of Dr. Hersh
More time - small group discussion
Was fine - perhaps an activity that would relate directly to implementing ideas in classroom
More diversity of activities - the morning presentation - possibly a visual sample (film etc. to move together on as a model
A previous list of goals and objectives
Warmer area
Separate sides of room for non-smokers and smokers
More discussion from the entire group
Thanks for having a home economist. So many times the attitude is we're not basic education and let me tell you we teach all the basics
I think this workshop would be most valuable when used with an entire faculty - principal included.
The main speaker needs more time
Not quite so long - 3-4 hours is good - then some interest is lost
Smaller group discussions

10. Additional comments

I felt at times it was the blind leading the blind. Lack of absolute standards are somewhat frightening
Meet where we can have heat!

10. (Cont'd.)

Dr. Hersh was great.
I enjoyed it and felt it was worth the time - even if we hadn't been paid for the class.
Speaker rambled from my point of view. I expected something more highly organized.
Sexual stereotyping remarks were noticeable.
Why some attended more than once when there was a waiting list. (Not so)
Very interesting, informative, entertaining speaker - the time until lunch break flew by!
Super - well worthwhile workshop
I enjoyed it!
Thanks!
Really enjoyed Dr. Hersh - he gave me inspiration
Very worthwhile
Enjoyed speaker!
I found the workshop very helpful but not specific as to end results we were to have
Good speaker who adjusts to group
Know area of instruction of high school teachers - don't plan discussion or demonstration if no teachers are involved in that discipline area.
Well done
Home ec people have been doing many of these things - perhaps we should do more and toot our horns

LWH:jf
1/18/80

ETHICAL QUEST WORKSHOP EVALUATION SUMMARY

Third Workshop held February 9, 1980
Henry Foss High School Instructional Resource Center

4 Citizens Advisory Council Representatives
ATTENDANCE: 44 trainees: 21 Elementary; 14 Junior High; 8 Senior High; 1 Voc-Tech.
14 Group leaders
Dr. Richard Hersh, Univ. of Oregon, Main Presentation
Dr. Leonard Holden, Coordinator

RATING OF ACTIVITIES	5	4	3	2	1	NR
	Very Useful	(IN PERCENT)			Useless	
RESPONSES: 42 people returned evaluation						
1. Overview of Moral/Ethical Education	52	29	17	0	0	2
2. Theory Models of Values Education	36	33	10	7	2	12
3. Demonstration with Group Participants	26	26	19	5	2	12
4. Demonstration with Students	48	36	14	0	0	2
5. Small Group Discussions (P.M.)	31	38	19	7	5	0

6. What did you find most valuable in today's presentation?

Speakers' comments (14); great! Excellent (2)
The overview (7)
Small groups (7)
Demonstration with students (5)
Units to take back to school after learning basics (5); very good
It was valuable to get caught up on where the current thought line is on values.
Knowledge of what has happened and how
Validation of my experiences; hope that more teachers will be doing this.
Organization great!
Questions raised--teaching strategy
Demonstration of theory and practice
Citizens Council invited--they valued it; they appreciate our enthusiasm.
A new insight into the quest for maturity
Informative
Models I can use; theory models(2)
The small group discussions in which the teachers (with candidness) shared their successes and frustrations with the guests!

7. Have some questions been raised that you would like discussed further? Please note them briefly.

No reply (23)
Establishing classroom discipline
Role of schools--"evaluation" of performance; validity of our objectives (SLO)
Absolutes and moral judgments
Is there really such a thing as a dilemma?
Define good, define right
Why do children want so much as right or wrong?
How do I get my entire school to participate?
How do teachers decide on outcomes?
Selection process of dilemmas by individual teachers

7. (Continued)

Those in authority (state) who have demanded specific requirements in different subjects should specify what should be left out so we can teach this.
I am still unsure of the definitions of moral and value.
Clearer definition on Ethical Quest
How to use in the classroom--lead discussion, etc.
It should be stressed that you don't have to buy all the theory to use the techniques that help you facilitate decision making in the classroom.
Acceptance of all moral and ethical stands and need to support them with logic
Too many to note here
How do you get this type of Education emplanted in all schools?
Is our School Board really behind this? Isn't the back-to-the-basic movement actually going against this?
Actual process of developing classroom discussion
Yes, 2 or 3 hundred!
Accountability
Can a whole school district adopt this program?
More time to explore our own "values"--and interact through experience.
No, I felt they were answered.

8. What kind of follow-up would you like to have to make today's workshop serve your needs better?

No reply (18)
Be a part of an ongoing participation in this program
Somehow evaluate students pre and post
A telecast series for spring quarter classes is already set
Would like to meet after I've tried some ideas I have gotten today
Would like reading list--books sent to each school
Some small group sessions with experienced people using the techniques
I think the group after lunch was effective enough with follow-up. It answered a lot of unanswered questions from the morning session.
I would like to continue this brief introduction with Dr. Hersh with a follow-up workshop.
Principals' meeting
We would like copies of the books and games for our schools.
Longer time with Dr. Hersh.
Have another workshop to iron out nuts and bolts--more input by participants.
More opportunity to work together on specific applications
Classroom demonstrations by experts
I would like to have gone another day--for two times. It whetted my appetite for more;
More books through Central on morals; materials available--books, game boards, etc.
Training in using group dialogue and improving the curriculum in critical thinking
Meet with others who have tried activities and present any new ones
A chance for those using the program to share their experiences each year.
Some direction from administration to support this type of education to help teachers develop the necessary conditions.
Another workshop to hear more on this subject. Hersh was great! (2)

ETHICAL QUEST WORKSHOP EVALUATION SUMMARY

9. Please suggest some ways this workshop might be improved for the next group to participate.

Focus in upon looking at your own presuppositions to life and where they will lead.
Give a clearer overview of concept at the very beginning
Dr. Hersh for a full day might be quite worthy--2 day workshop
More time on all aspects, possibly level divisions (elem., junior high, senior high)(2)
Give some material out prior to workshop
Continue small groups
More time for discussion (2)
Bring in parents
Smaller groups
Continue program for PTSA
An awful lot to digest in such a short time
Workshops could be conducted at the school--complete staff involvement (2)
Very good information; I use a lot of this in class--just brings it to a conscious level
I would have liked a little more teacher participation.
Less "I" talk in small discussion groups
Suggest an introduction to Ethical Quest before we got to the class
Two or three Saturday workshops
Just touched the surface--could have an advanced group where participants regrouped and discussed what happened when their material was applied.
Two afternoon sessions instead of one single one
Guest speaker spoke too long with no breaks--half hour would be better with a short break (stand up and stretch) or a moving around activity.
Small groups at elementary level could have had more concrete examples. We need to get community behind this sort of movement in the schools.
Given the constraints, it was fine.
Fine the way it is
Excellent the way it is.
It was run very smoothly; difficult to make improvements I think.
No reply (12)

10. Additional Comments

Give this sort of thing for the public.
Deal with the real issue between those who believe in absolutes and those who do no.
I can see a danger of a teacher placing upon students his/her moral ideas.
Worthwhile effort--would like to see more input by citizens--need positive publici.
Participants must talk to continue program. This is the first I've heard.
Tape the presentation for staff members
Would like to see an entire school be introduced to this program. Administration and teachers would be required to try this experimental program.
This is very much what elementary counselors have been trying to do in classroom guidance. Also, many similar activities are included in affective education and some career education.
The best workshop I have ever attended
One of the best workshops I have attended in the past ten years
A good workshop
Excellent planning
Overall, a very good workshop (2)
Leonard Holden has done a good job of organization and administration of this workshop.
I found some things to use in my classroom.
Demonstration was best and I'd like to see a longer one. Thanks for helping.

Courts of law keep people from committing crime

D-4

10

EDITOR'S NOTE — This is the ninth of 16 articles in the "Courses by Newspaper" series "Moral Choi—

The punishment of law-breakers may gratify the vindicti—

Moral choices in contemporary society—X

Are pornography, obscenity 'moral revelation' tools?

E-12 Tacoma, Sun., Mar. 27, 1977 The News Tr

THIS HUCK looks ahead to the psychedelic utopia of Timothy Leary, to the flower children of Haight-Ashbury, to the —ock fans of Woodstock —kins Glen, and to —harles A. —of

ly erotic could mean fiscated edition prison. .

NEVERTHEL— THE underlying — implicit theme of —versary and trans— —ition has a —for

11

Moral Choices in Contemporary Society -- XI

Ethics challenge scientists' freedom of discover—

G-13 The News Tribune Tacoma, Sun., April 10, 1977

12

EDITOR'S NOTE: Following is the 11th article in the "Courses for Newspaper" series "Moral Choices in Contemporary Society."

By HANS JONAS

What are — conta—

to its practical benefits

FROM THE Industrial Revolution onward, there was an increasingly sistible — the—

THE S— IN—

Moral Choices in Contemporary Society

The ethics of biomedical research are questioned

EDITOR'S NOTE: This is the 12th of 16 articles in the "Courses by Newspaper" series "Moral Choices in Contemporary Society."

By HANS JONAS

In modern science, man's quest for knowledge has lost its time-honored purity and become —bly alloyed with

camps, we know too well that the perpetrators of such scientific experiments were despicable and their motives base, and we can wash our hands of them. Here was "freedom" of inquiry as shameful as its worst suppression. One might even argue that the case falls outside the realm of science and wholly into that of human depravity.

— PROBLEM is not —menon,

its component of pure theory.

IN THAT respect medicine is a branch of biology. This in turn, once mostly a theoretical discipline, is becoming increasingly pregnant with potentials of use. Applied biological knowledge, medical or otherwise, is a technology to which theoretical inquiry is then wedded.

What better use can there be for a science than — its very subject — itself?

tion in reproductive cells.

At least one try at real cloning or at really producing a genetically altered individual is necessary to find out what is possible and what the achieved possibility really is like. The very deed eventually to be decided on in the light of knowledge is already committed in the night of ignorance in obtaining that knowledge.

genetic freak, experimentally produced, is as real and definitive as any individual brought forth into —orld. Even discount— —helming

consent be "voluntary."

But for obvious reasons, numerical and other, actual recruiting falls back on more captive populations: student— welfare patients, prison inmates, for whom fr—dom of consent (wh— equals freedom to ref— is questionable. And the last two groups meaning of "inform— almost empty. Here twilight zone of gre— ical vulnerabili— much of today— research.

OFTEN THE —oal itself falls

TEACHER EVALUATIONS OF THE ETHICAL QUEST PROGRAM

(These observations are based on teacher interviews conducted by the evaluator in the spring of 1979.)

This section of the report provides participant teacher feedback regarding their perceptions of the Ethical Quest project. Interviews were held by the evaluator with forty-seven of the original fifty-two teachers to enter the program and remain with it. These meetings were held during May and June of 1979 during the period that the former director and resource coordinator were preparing to leave their positions with the district. It was not known by the evaluator at that time that there would be any funds to continue with the project beyond the summer of 1979. It was assumed the project was coming to an end then.

The context described above helps to explain why the these core teachers in the program responded the way they did. They, too, thought the program was ending with the departure of the director. It proved to be a happy surprise to find that almost $40,000 was made available to respond to some of the expressed concerns of these participants during the 1979-1980 school year just now ending. The school district was able to disseminate the program to almost four times as many teachers as were in the original core group. Principals who reportedly felt left out earlier in the program had the opportunity to examine the materials and discuss the project freely in the workshops held specifically for them. Two sets of values education videotapes are now in the school district's television station library for continuing use in training additional teachers in this area. A library of books, pamphlets, films and filmstrips is now catalogued for teacher and classroom use. These recent actions have followed from the teacher feedback reported in the summaries that follow. The reader is invited to take the time to read these exact quotes so as to catch the full meaning and flavor of these participant perceptions of the Ethical Quest program.

SUMMARY OF FINAL INTERVIEW RESPONSES

ELEMENTARY CORE TEACHERS

1. WHAT ATTRACTED YOU TO APPLY OR JOIN THIS PROJECT IN THE FIRST PLACE?

Concern regarding declining values
Time to work on curriculum
Something we should all be doing
Title appealed to me
A group concern at our school
I could be paid to do what I wanted to do
My husband
Need for ethical decision making
Read the grant proposal
Read about it and applied for it
Strengthen me as a teacher
Importance of moral makeup in kids
To get materials
Clarify my own values
Hope to change present children's poor school behavior
Money--sounded interesting
Affective learning
The importance of values back before us again
Had done an M.A. paper on values
Read about the program in the Tacoma News Tribune
Interest in moral education
Got talked into it
Curious
Need for kids to develop insight regarding their values
Title of project was attractive

2. WHAT OUTCOME OF THE EQ PROJECT HAS BEEN MOST VALUABLE/USEFUL TO YOU?

Techniques to get kids to express feelings and to play roles; giving kids a chance to hear others
Time to spend on curriculum and materials
Summer workshop and theory of moral development--valuable ideas (4 expressed this)
Learned to be aware of where children were in dealing with problems
Helped me focus on some vague things going on
Kids evaluating self and others in positive terms.
Positive self-image building and training earlier--reversing negative to positive qualities seen in self and others
Find methods that work in the classroom--am seeing broader spectrum, lots of relativity
Visits of the director and coordinator
My program developed for kindergarten--using class meeting model
Having more experience using group process working with dilemmas
Units I developed on death and dying for elementary children; awareness of values and differences
The reams of literature I read and their impact on my teaching
Gave me a broader point of view on what is involved in curriculum writing
Materials we've developed and techinques we've learned to use
Staff development time that helped teachers maintain their sanity

Whole project valuable--theoretical knowledge, stage interest and awareness in self, kids, my personal life

Workshop exposure to variety of ideas; sensitized to ethical/moral issues buried in school materials and real life

School Rules unit we developed--a democratic way of changing things and ways to change

. WHAT OUTCOME HAS BEEN MOST VALUABLE, IN YOUR OPINION, TO/FOR YOUR STUDENTS?

I think they (the kids) recognize the sincerity of our efforts--they seek us (teachers) out.

They see us as caring about people...we're listening more to their ideas

The family life class I've developed for 6th graders--on puberty, growth and development. The kids wanted more time; the girls wanted a session alone.

Paul's visits to my class, twice. I got things to read but they were less valuable than a visit.

The children were able to be exposed to a better understanding of individual differences between and among themselves.

The kids benefited from the fact that I had my sights (to deal with issues) more clearly in mind.

This program was good for children's egos and their self-worth.

The availability of more materials made our class discussions freer. There was not much change for students since I've taught this way before.

The kids' thinking indicative of positive attitudes. They're learning to accept responsibility for what they do--not afraid--"Yes, I did that!"

Basically able to be more tolerant of each other. They show more control. I have poor readers in my group. Now, they are respecting, tolerating one another much better. Role playing--sharing about one another's backgrounds.

The fact that we are using open ended value stories. Pupils seem to be internalizing rules.

By repetition, students are internalizing some of the (good) values, e.g., rights of others, respect for one another.

The children have more opportunities for problem solving, thinking, listening, speaking.

Improving parents' care of their children. This program along with ESAA, ethnic and other related activities is making a difference.

Personalizing children's education--increasing their own involvement in their education. Placing the emphasis not on outcomes but the thinking process. "Do you think that's fair?" "What do you think you'd do, and what will result--what will be the consequences?"

The increased sense of honesty, of trust that we have now in this school. Better student reasoning and interest in getting one another's input. A gain in mutual respect between kids and teachers.

The curriculum materials--they loved the departure from the traditional. They like the Law Game.

Self-esteem has improved. They see the dilemmas in their own lives. They see new alternatives to their own problems and decisions. They're seeing their own families more lovingly--and openly. Being filmed, videotaped, and in the news was great for them.

The kids are more aware of value implications in their everyday activities, and they can dissect them and still enjoy life.

A recognition that there are different viewpoints about rules-- they can stand in other people's shoes and look at issues from role playing points of view. "Life's not fair!"--it depends upon your point of view.

4. WERE YOU EVER COMMITTED TO A PARTICULAR THEORY OR APPROACH TO MORAL/ETHICAL EDUCATION?

Inculcation/Indoctrination	0
Cognitive Moral Development	4
Scientific Analysis	1
Values Clarification	6
Action (Behavioral Change)	3
Eclectic	10
Other	0

5. HOW WOULD YOU JUDGE THE VARIETY AND QUALITY OF THE CONSULTANTS/EXPERTS THAT YOU HAVE BEEN INTRODUCED TO DURING THE LIFE OF THIS PROJECT?

On the whole, very good. Boston folks fit our model. Shaver took a narrow outlook on our program. Consultants were weakest with elementary needs.

Excellent, some more useful than others. I feel fortunate to have been involved. The program has impacted on my own belief system.

Enjoyed them. Got more from Dick Hersh especially.

On year exposure not enough to be judgmental.

Last year's summer workshop did not impress me; what I heard the first year was super.

Superb. Tops. Very interesting to me--broadening and beneficial.

Enjoyed working with Mary and Paul. Paul mixed right in with kids. Workshop was informative but I got weary of sitting; films were useful.

They should have had more contact with me personally--I knew they were there but I wished they had sought me out. They were aloof from me.

After the first week (summer workshop) they were fine: extremely boring that first week. Improved immensely later--exposure to a wide variety of things and ideas.

We were saturated with talk earlier. An absolute frustration to begin with. Ralph Mosher was good but he retained the instructor, authority role. Diana Paolitto got us on the right track; we became practical.

Excellent workshop. Outstanding, got a lot from most all.

Most were outstanding, especially Diana Paolitto and Ralph Hersh.

Great. Dick Hersh was on a different level from where we were--too theoretical, lacked application.

Excellent variety. Felt sorry for the teachers not in the first year of the project. Teacher training cannot be speeded up.

Attended only one workshop. Ralph Mosher could be more flexible. Diana was great.

6. PLEASE COMMENT ON THE FREQUENCY AND USEFULNESS OF RELEASED TIME WORK YOU HAVE PARTICIPATED IN FOR THIS PROJECT; ALSO, THE SUMMER WORKSHOPS YOU MAY HAVE BEEN INVOLVED IN.

During the school year our released time meetings should have had an agenda handed out prior to our meetings with tasks clearly defined. The summer workshops were better structured.

Our released time periods were frustrating sometimes--we got off the task occasionally. I had no energy for evening or weekend work on this project. Our lack of structure may have stimulated our creativity.

Never received released time.

One workshop only. Never asked to visit a class nor was I ever invited to--or reminded that I could.

One workshop. Paul and Mary never came out to see me.

One day only for released time. There is too much substitute preparation--it cancels out the value of released time.

Used one substitute. Wished we could have all met together once or twice a year; it would have been good to keep interest up and to meet others.

Chose not to use released time.

Just the workshop last summer.

Never used release time. Liked freedom to check out materials, filmstrips. It was a low pressure workshop with high level motivation--got to know a lot of people.

Last summer only time of participation. We made a file of open-ended stories and used classroom for situations, too.

Only summer workshop involvement.

Just the workshop. Unproductive for a long time--felt overlooked, set aside, frustrated with Director. There were cliques. We wasted time. Why didn't we use an "each teach one approach?"

Released time for curriculum planning was very helpful.

Released time was good but it is double work for those involved--preparing for a sub and to do something with the released time. Summer's best.

Summer workshop being optional is the only way to go. Released time during the school year does not get as much accomplished but it did make for cohesion. We never had any observation exchanges arranged--to watch one another working in different buildings or at different levels.

Fantastic, great--about right.

Wished we could have had more released time. Wished we could have seen others working.

Summer workshop only. I felt I was further down the road than others I might have worked with. Lots go to things for money.

7. WERE THERE ANY READING MATERIALS, TEACHER-MADE MATERIALS, T-V, FILMED OR OTHER RESOURCE MATERIALS YOU WORKED WITH THAT YOU FOUND ESPECIALLY USEFUL OR EFFECTIVE FOR STUDENTS OR YOURSELF?

Materials most Tacoma counselors have available are very appropriate--should have had more counselors in program. Our own homemade materials we used most. The film series, INSIDE-OUT and SELF, INC are good.

Our own homemade guides have great usefulness with children. The video films we saw of work in New England were a firming up experience. The paperbacks were good to get into Kohlberg.

The New Genetics Program; the Los Angeles Health Curriculum; also, a Texas Health Guide

More aware of my own things.

Prefer developing my own. Found some I could adapt. Others' examples are very helpful.

I read over guides then do my own thing. Films, good stories can be very stimulating at the primary level.

My own stimulus stories from the workshops.

Filmstrip, "I'm OK, You're OK"

Story of Holley, filmstrip--very useful for younger child.

Charlotte Miller and Jean Lindberg made a movie film booklet of things thought suitable.

Films and movies are too high for Head Start.

African and Mexican films; "Free to Be You and Me" fimstrip. Some ESAA materials.

Some of my old ideas of 12 years ago are focused better-- I read books and selected values in mind. How wonderful it is to be a child--what can you do as a child!

Our own things--Election Unit; Law Unit; Family Unit; Rules Unit. The filmstrip "Cheetah" A classroom book of murals--"APPLE BOOK"

"The Bike" for kindergarten kids.

Economic Elementary Unit on TV now is very suitable, "Trade Offs," Canadian TV.

8. PLEASE COMMENT ON THE DAY-TO-DAY MANAGEMENT AND OPERATION OF THE EQ PROJECT FROM YOUR POINT OF VIEW--THE DIRECTOR'S ROLE, THAT OF THE RESOURCE COORDINATOR, THE PRINCIPAL AND THE EVALUATOR.

The Director tended to be nebulous, hard to follow; he needed more structure and organization in his meetings. He was very supportive with materials. It was a new role for the Resource Coordinator--we needed a most qualified person for this role. The Principal gave little or no support to the program; he appeared not to be interested. Principals with some insight into the program worked mored closely with their staff. When the state failed to support the program financially, Tacoma should have dropped the program. The Evaluator found it very difficult to find instruments; the materials available were new,no norms to speak of, and there was lack of uniformity in what people were doing.

Mary and Paul did an outstanding job; it took poise to handle the critics.

I was on my own--had no visits from anyone this year. The secretary was great sending me information last year. The kids felt the kindergarten program was too young for them.

We should have had more organized participation. The leaders didn't exist for me, really. There was no consistent involvement. I was isolated, the only one in the program in my building.

I did not have much contact with the leaders. The strike made it an anti-climactic year all round.

Paul led a couple discussions last year. I did not ask for service this year. Feelings with first graders permeate the whole educational program. First graders are self-oriented, they can handle family-type relationships.

New ways to respond to children were helpful. Seventy percent of my time I'm doing moral issues.

It is very hard to get very personal when there are a lot of students together. Hard to be attentive when looking at 20 or thirty kids. Program best handled like small reading groups.

A team of teachers at a building is a good idea. My principal scolded me for not letting him know about the good things happening in this program.

I looked for a little more guidance than I got. Some visits with me, talking with me would have been very helpful--doing a model demonstration, too, would have helped. Mary came to my class once.

Was well handled. They were available when I wanted them.

Could have used more demonstrations. Class was already in an open mode. Paul came a couple times, once with a filmstrip demonstration. Kids were very responsive.

No, I didn't get the services I wanted. No visit since October. Meetings promised never occurred; extra-time work never offered or encouraged. I had only one visit from Mary and Leonard. I'm not warm to the program nor to the request to write a final evaluation.

No one came to see me except the evaluator.
Useful--no complaints; I'm doing well with a new idea
It might have been better if our principal had been built into the program earlier. He valued the program less because of ignorance.
Never had more helpful people.
Fine overall--excellent. Principal needed more involvement--not *supportive, needed more inservice.*
Nothing to say--supportive. Never visited this year at all by Paul or Mary.

9. WHAT SPINOFF EFFECTS, IF ANY, HAVE OCCURRED FROM THE EQ PROJECT TO OTHER STAFF OR PROGRAMS IN YOUR DEPARTMENT OR BUILDING?

We've gone from no interest to high interest and enthusiasm in the program. A question concerning techniques has developed.
We've not been as successful at our building. We had some of the critical parents. Our principal held off teaching values education to other staff after school. Some teachers have resented our getting released time to work on the project. Some staff seem intimidated by our "superior"values.
We've shared alot within our building. Materials and ideas shared over lunch, also our successes and failures.
No spinoff at all.
Building already in tune with the program; we had a large group involved originally.
Building almost all involved.
School and community involved.
Not many knew I was involved--I was in portables.
One of our games was used elsewhere.
Some spinoff with teachers I work directly with.
Not too much on my part--Paul gave some of my materials to other staff.
None. The four of us at this school never even met together once.
Passed ideas on, on a one-to-one basis; worked with another teacher regarding a death of a pupil.
Not at all--back to the basics; SLO's usurped the humanities.
Teachers are using our ideas now. We've not been willing to share our stuff, we've been too protective, too selfish. We in the program are still here and ready to help others next year.
Teachers are "nibbling" on our ideas--they see and hear about us and ask for copies of our stuff.
Moral education applies to any subject. It has helped solve playground fights. My personal life and world issues are all seen now in a different light.
Very minor spinoff--other staff have not seemed receptive.

10. HOW DO YOU JUDGE THE QUANTITY AND QUALITY OF THE PUBLICITY AND COMMUNITY IMPACT OR INVOLVEMENT OF THE EQ PROJECT?

No opinion; no parent reaction.
After the initial stage of approval reached with board and community, the program was put on the back burner. The Advisory Council was "used" for P.R. purposes. No request for update or progress report to board.
It took a superintendent like Alex Sergienko who thought that this was important to get it going. Not very much lately. Some parents talked with me and examined materials.

No negative criticisms. Parents were invited to look at all materials in the program. Interpersonal relationships and feelings their concern.
Negative at first. Never heard anything about project after first year. Workshop experts said a lot was happening here but not visible to me.
No parent contact. Not a good P.R. with community; more should have been done since the parents originated the request.
No parent contact. Should have had about same visibility as any other part of curriculum.
Parents have asked a lot about it. Morals/ethics are not competing with religion. We're trying to get child to evaluate his/her own behavior and accept responsibility for it.
No parent reactions. We'd send notices to parents if we were tackling controversial issues.
Should have had more publicity. No parent awareness or reactions.
Parents didn't know if I was doing anything or not--no feedback. I wasn't adept enough to want parents too involved in my first and only year in the project.
There was very, very, little involvement. One parent asked what it was--helping clarify their (children's) own values.
No parent reactions. Would like more done with what we've produced. Maybe more PTSA involvement--carefully present more publicity.
No involvement--just aware of first year flap.
Perhaps could have done more. A news story that showed what was happening.
We didn't even know what others in program were doing.
Bad press at beginning. Not any reactions, pro or con. I've wondered what happened to the Citizens Advisory Council.
People not too really super-interested. Lots of publicity at beginning and strange people. Should have had more news stories and released on the non-controversial elements, e.g., the elementary school visit to the court house.
More exposure. More publicity within schools--school people didn't know what was going on. Parent feedback very positive. Should offer more classes in moral education with credit.

11. WHAT DO YOU THINK ABOUT THE EVALUATION DISIGN, MATERIALS AND/OR PROCESSES USED IN THIS PROJECT? YOUR OWN EFFORTS TO EVALUATE INDIVIDUAL OR OVERALL PROGRAM OUTCOMES? THE EFFORTS OF THE EVALUATOR OF THE PROJECT?

Growth hard to measure--timewise.
Difficult--I gave the evaluator less help than I might have.
Self-evaluation at start and end--big change seen. Likes and dislikes on a scale one to 50. Good to not good. Self-concept change. Friends (most feel they do not have a true friend).
Thoughtfulness; willingness to listen to each other.
Kids need to feel aware of one another's short-comings. I do not tolerate teasing, put-downs. I want feeling of being one, helpfulness toward one another.
With Grade 6, evaluation is ten years down the road. With first graders, more immediate response is visible.
Tolerance;less judgmental; more complimentary to each other.
Observation of kids--their level of personal involvement and whether they did something about it. Anecdotal respones.. Evaluation from me and then set up a conference.
Any change in their behavior. Comprehending what I was doing.

Were the kids more sincere with one another or was it just fun activity? Did they see it as useful for themselves--catch what the purpose was of an effort? The knowledge they get and its application.

Open-end class discussions; all free to participate. I judged their progress by the interralationships with one another. Were they coping with the environment better. Were discipline problems less? Did they know the rules better?

No stealing this year--*awareness of private property* and rights each person has. "I don't like what you're doing but I still like you," was the model sought.

Lots of modeling; degree of cooperation; decisions reached by mutual discussion and agreement.

Drawing a picture of self--before and after, and of family, before and after.

So subjective--we had only our thoughts about where kids were before and after. The moral part of teaching we should stick with.

Put little or no stock in my own efforts. Intelligent discussion sessions.

Could see growth in reasoning skills in our discussions.

Looking for a kids' understanding of a body of knowledge. Thinking skills, writing performance, awareness of their rights.

Listening to them--how they expressed themselves.

Informal observation

Discussion and application to everyday life.

Evaluation--hands are tied--an untapped area.

Appreciated what I've done. Brown's picture idea good.

12. DO YOU THINK THE ETHICAL QUEST PROJECT SHOULD BE CONTINUED NEXT YEAR?

In the present format, no. The people who could make it work (principals and C & I) appear not to be committed to it. SLO's (student learning objectives) are counter-demanding.

Values education might relate to gifted educational programs. It should continue, it's too important to be dropped.

Continue. Have released time to work on curriculum. There should be someone to be responsible to. A newsletter, meetings with other participants, a meeting with the Citizens Advisory Council would all be worthwhile.

Yes, continue.

Our school has accomplished this task. Need to move to inner staff concerns.

Make film and library lists of values education materials available. Promote visitations.

I won't quit. The group thing is questionable. I'm upset by questionable expenditures of money.

We should continue. We can meet together, be part of a planning workshop, volunteer to demonstrate techniques to newly interested teachers.

Yes, continue but have stronger guidance, more participation and communication from and with the director and coordinator.

Continue. Getting in on the tailend was regrettable--would like to find out more about the program having just been introduced this year.

Continue. Let's meet together and teach each other--have intervisitations for professional credit via the Staff Development program.

I would redo the whole thing--start from scratch. Elementary techers would liked to have had a chance to observe secondary teachers working at values education. Workshops were toolong--could have been more productive. The nice, laid back, relaxed talk relationship with teachers I would keep.

How about adding work with parents evenings in a school doing some values education parenting workshops with pay for parents and teachers?

Yes, continue. Go visit and demonstrate, have others come visit and work with us.

Yes. Publish a list of all the stuff this program has bought and put in a separate section of the audio-visual catalog. The materials and training should continue to be available.

Continue. The director bored me--it was hard to identify where he was at.

13. ARE THERE SOME ELEMENTS OF YOUR CURRENT EQ ACTIVITIES THAT YOU PLAN TO CARRY OVER INTO NEXT YEAR'S TEACHING? IF SO, WOULD YOU PLEASE IDENTIFY SOME OF THEM.

School Rules Unit (grades 4-5)
Family " " (grades 2-3-4)
Techniques of Dilemmas
Election Unit for Presidential Election Years.
The guides will be used in social studies
Role playing
Small group discussions that share back with the whole group
Human growth and genetics programs and their values implications
Take real-life situations and pull out the moral, fairness, justice aspects involved.
I will continue with my work-it's not new in terms of what I've done before.
Respect for property of others-moral issues.
Most definitely be aware of students' values. They are a part of the total students' makeup.
I'll be using the open-end discussions and values clarification books.
The Class Meetings(and don't forget the teacher is supposed to be behind and not in front of the students) group process activities.
Multicultural Concerns
Fables, Fairy Tales, literature
Laws-responsibilities (grade 6)
The Harcourt, Brace, Joranovich social studies unit on political science.
The Constitution/Bill of Rights workbook the kids liked (Millikin) never tried the mock trials-think more suitable for 6th grade
Didn't like interviewing, felt uncomfortable with it. Maybe it's not suitable for 4th grade.
Discussions with children-their values and relationships with others.
Encouraging children to resolve their own problems.

14. ANY ADDITIONAL COMMENDATIONS, CRITICISMS AND/OR RECOMMENDATIONS?

This has been a good experience, one of the neatest I've experienced in education.

We got drained out after the second or third year.

Writing curriculum, experimenting and developing new teaching/learning methods, and evaluating were really pretty heavy loads for participants to carry (hindsight). The project argreement at the very beginning was broken by the state's failure to provide funds.

After the initial stage the superintendent never came to visit.

The isolation of teachers (due to lack of whole core staff meetings) was a factor in lack of particpation. Participants need leader reinforcement.

Community concerns were dealt with openly and quickly-opponents were disarmed, the directors were important.

I liked the freedom of the program and opportunity to call for help when I wanted it.

Really appreciated the money last summer.

The program needed more structure especially for the new teachers who entered the program later.

It was a good idea but difficult to implement because each school community is different, e.g.,some are less integrated than others; community interests keep changing; new issues keep arising.

It was a good design, the interest was superb. Effective implementation has been difficult in view of changing state mandated requirements. A success in any area is good for a child-basics or ethics-so we keep trying.

Do more of the same. This is an overtime process. It's been good for us to be in the program; we need to deal with ethics.

I'm sorry I wasn't involved earlier in the program. Every teacher should be involved.

I needed more contact and guidance. We should get values of specific students and explore how they related, functioned, and were dealt with, e.g. "My Mom tells me if I get hit to hit back." If the school doesn't allow this, how should a pupil handle it?

At the summer workshop the sitting was just too much. We relaxed too much and no goals were set for us. The old pros in the program went and did their own thing and the new ones were left to flounder. There should have been more stimuli early for us--role playing, activities--time was wasted.

A program such as this needs to choose its directors carefully.

Better PR would have helped. We should have had a slide show to present around the district. We should have captured the momentum early and dispersed it to other staff members.

I never really got to know the directors-wish they had been more approachable. I felt a slacking off of help for the last summer workshop group.

I feel parents aren't protecting their kids from the negative effects of some TV programs.

The most usable course materials we have we've made and we'll use over and over again. The leadership has really tried to meet the needs of teachers in this program. Having a cluster of staff at a school to give support and encouragement has really helped.

It's been the most effective educational experience I've ever had. The people and ideas were tremendous. We were developing our own materials. One negative reaction I have--too many visitors, tapings, too much pressure and exposure for a time. It made me uncomfortable as a teacher.

I hope the program will remain. We need more cross reference contacts between levels (elementary, Jr. High. Sr. High). We must remember, everyone has a different set of values and we should be cautious about laying our own values on children. Morality varies with the degree of need.

SUMMARY OF FINAL INTERVIEW RESPONSES

JUNIOR HIGH CORE TEACHERS

1. WHAT ATTRACTED YOU TO APPLY OR JOIN THIS PROJECT IN THE FIRST PLACE?

Dollars; and time to create new stuff.
The other people in the program; good people to be with
Chance to work with others and share
Seemed like a glamour stock
To improve my teaching
Values are part of health education
Kids floundering with moral problems
Paucity of literature with moral issues aimed at junior high age or interest level
Liked purpose--working with ethical issues
Wanting to do this all my life--values and implementation

2. WHAT OUTCOME OF THE EQ PROJECT HAS BEEN MOST VALUABLE/USEFUL TO YOU?

Forced me to become much better at involving students in group discussion techniques.
Became more democratic in dealing with students--listening to them.
An opportunity to look into the moral aspects of teaching--a chance to focus on and to identify moral issues.
Developed a pool of insight, foresight, hindsight--great having others working with me.
Learned to talk with students on a personal level.
Listening to a student; confronting a student.
Training in Kohlberg's theory; discussion techniques built around moral dilemmas.
The excitement of the search-dealing with unanswerables, the imponderables, experiencing frustration with unanswered questions.
The curriculm--materials dealing with moral issues in literature.
The good feeling that something like this could exist in the public schools--issues of a controversial nature open for examination.
Preparation time spent in the workshop.
Development of "class meetings"--improved communication with kids.

3. WHAT OUTCOME HAS BEEN MOST VALUABLE, IN YOUR OPINION, TO/FOR YOUR STUDENTS?

Increased openness; they share their opinions--the trust level is up.
Kids had chance to look into current local and national moral issues--have dialogues on critical issues. They get to express their own concerns and ideas.
More listening to each other; more open challenge or confrontation without rancor or enmity.
Kids benefitted from discussion skills.
Trying to develop listening skills; learning to express their own ideas.
Kids getting a more complete, rounded outlook from literature--including the moral/ethical issues.
Openness to issues, to a teaching procedure; a growing together, a being together atmosphere--a raised level of consciousness.
Respect for one another. Students learning to interact on items of depth and importance.
The moral dilemma discussions. Students requested opportunities to have discussions they liked them so much.

4. WERE YOU EVER COMMITTED TO A PARTICULAR THEORY OR APPROACH TO MORAL/ETHICAL EDUCATION?

Inculcation/Indoctrination	.5
Cognitive Moral Development	.5
Scientific Analysis	0
Values Clarification	3
Action (Behavioral Change)	1
Eclectic	6
Other--(did not think about theories at any time)	

5. HOW WOULD YOU JUDGE THE VARIETY AND QUALITY OF THE CONSULTANTS/EXPERTS THAT YOU HAVE BEEN INTRODUCED TO DURING THE LIFE OF THIS PROJECT?

Appeared to be good quality and variety but wasn't that beneficial for me personally.
Very diversified, liked variety; people were well versed.
Capable
Excellent; variety leaned toward Kohlberg, an area I was interested in.
Good; like a certain style, namely Paul Nash.
Everyone was excellent--valuable. I was not as involved last two years what with school change and sabbatical.
First rate--enjoyed their enthusiasm; didn't get in my way; felt quite at ease.
Repetition of things I've heard; good first time.
Varied--some useless; liked short timers better than long timers. Democratic theory for classroom was interesting but will it work? Seemed too loose.

6. PLEASE COMMENT ON THE FREQUENCY AND USEFULNESS OF RELEASED TIME WORK YOU HAVE PARTICIPATED IN FOR THIS PROJECT; ALSO, THE SUMMER WORKSHOPS YOU MAY HAVE BEEN INVOLVED IN.

Work with other health teachers was great--sharing experiences and materials. The summer workshop was good--the one I attended.
Adequate as any in the district.
Just nine days, the opening 1975 fall workshop.
Released time valuable for planning; good to meet with other health teachers. Summer workshop was valuable.
Summer workshops enabled me to find new materials, and I've used them the past three years.
Summer workshops more beneficial than released time because one could put all of self into it. With substitutes during the year there was divided concerns regarding how class was going and what one was supposed to be doing with released time.
Summer project only.
Not released at all; Rodeway Inn meetings only.
All worthwhile, but we were not together enough.

7. WERE THERE ANY READING MATERIALS, TEACHER-MADE MATERIALS, TV, FILMED OR OTHER RESOURCE MATERIALS YOU WORKED WITH THAT YOU FOUND ESPECIALLY USEFUL OR EFFECTIVE FOR STUDENTS OR YOURSELF?

Saw none that gave me all I wanted. Marge Griffin brought some materials that were useful. Our own guides were OK--7th Health and 8th unit on positive image building.
Used quite a few films I examined.
Toyed with Kohlberg's five stages.
Wrote some dilemmas; handouts received were valuable; "Self Inc." was good. The series for high school--"Violence Just for Fun," from Barkoff High School (?) in NYC was good.
Booklet: THE INDIAN SIDE OF THE WHITMAN MASSACRE, by Thomas Jessett, Ye Galeon Press
The video tapes made in social studies classes were good experiences in all classes and outstanding in two classes. Question was raised as to whether or not we could keep on hand master copies of films especially suited for moral/ethical education.
Did video and drama class and then reviewed it. Have kept dittos and refer to them frequently on moral/ethical issues.
Have made most use of my own written materials; am making a class set of each story for use in the district.
Working with male and female roles; the "Life Line Cards"; values clarification materials. Appreciated hearing about different theories
The 7th and 8th grade materials Betty Nylander and Lee Landrud wrote should be published.

8. PLEASE COMMENT ON THE DAY-TO-DAY MANAGEMENT AND OPERATION OF THE EQ PROJECT FROM YOUR POINT OF VIEW--THE DIRECTOR'S ROLE, THAT OF THE RESOURCE COORDINATOR, THE PRINCIPAL AND THE EVALUATOR.

Paul very supportive and helpful. Mary also did a good job. Principal had no input.
Available when needed; got materials.
Capable. Principal not interested.
The principal in our junior high was negative, non-supportive and detrimental to the program. Paul and Mary never came to my class.
Everything I've wanted I got--was easy to reach everyone.
This has been a most available staff to work with. Principal has not been more involved in this than other programs--he's under pressure of the "back to the basics."
All plus.
When needed they were available--good cooperation.
The leadership should have provided a periodical listing different options one might follow in the Ethical Quest program. Ideas, methods, techniques, etc. heard about two years ago are all but forgotten--we needed a newsletter.

9. WHAT SPINOFF EFFECTS, IF ANY, HAVE OCCURRED FROM THE EQ PROJECT TO OTHER STAFF OR PROGRAMS IN YOUR DEPARTMENT OR BUILDING?

None in health--had some pretty conservative colleagues.
Lot of teachers used the films I uncovered. There was more teacher interest generally when there were three of us involved in Ethical Quest.

I've spoken to some groups and continue to be involved in moral/ethical concerns.

Not much at all in the district. Used quite a bit in drug education outside the district.

Very little--due probably to the looseness of social studies curriculum in the district. I'm worried about the drive for SLO's. It doesn't allow for complex problems to be examined.

At this building, no; At Hunt, yes--teachers borrowed stuff off and on.

Two teachers were told about the story writing.

No, no spinoff to speak of.

Some spinoff via McIlvaigh project--other teachers heard us talk.

10. HOW DO YOU JUDGE THE QUANTITY AND QUALITY OF THE PUBLICITY AND COMMUNITY IMPACT OR INVOLVEMENT OF THE EQ PROJECT?

Didn't notice much impact. There could have been more possibly.

A brochure about the program for parents might have been helpful and interesting. At first a few parents were reluctant about their kids being in program. When parents got to see the syllabus there were no more problems.

More publicity would have been valuable. Program was always aligned with the liberal camp. Get heads hit too often we reinforce the opponents' causes.

Needed more community involvement, especially of the first year anxieties of a few.

District could have picked up on it more than they did. Need to know to get community support.

One parent questioned time used on some issues, e.g., Cayuse Indians.

Several parents felt kids prepared harder for some units than ever before.

High degree of excitement reported in kids and parents.

I don't know. At two PTA meetings at Hunt where parents were irate, Paul handled it fine.

Never met the advisory group.

No parent reactions; parents reported they liked the neat stories being used in classes.

Some negative parent comments--re gay rights, defense. Vice principal said to leave topics alone.

11. WHAT DO YOU THINK ABOUT THE EVALUATION DESIGN, MATERIALS AND/OR PROCESSES USED IN THIS PROJECT? YOUR OWN EFFORTS TO EVALUATE INDIVIDUAL OR OVERALL PROGRAM OUTCOMES? THE EFFORTS OF THE EVALUATOR OF THE PROJECT?

I was evaluating for my purposes, for gut level responses. I observed quality of thought, the depth of commitment, responsiveness to new or different information.

Used Moral Reasoning Test results in my M.A. at Chapman College. Repetition is the key to helping those who didn't catch ideas the first time around. I used a lot of analogies.

It works--I've changed students. They have live insides--they're human, sensitive, kind. I've tried to stimulate student self-selected direction for their lives.

Amount of dialog between teacher-student and student-student. Their level of interest involvement in the topic at hand; I gave no standardized tests.

Evaluation must be extremely hard. Kids asked: "Do we get to do the videotape?" The degree of interest, motivation. I feel good about doing it again, even with all the concern for TV safety--The jury starts black and white in their thinking and by the end of the case they reach another level of concern and awareness. The jury fractionalizes--they find both sides guilty and not guilty.

Like holding off on attempting evaluation the first year. It's the first program I've been in that an evaluator has come out to ask about evaluation. Had good follow-up notes and interest from Paul and Mary. Observation and discussion following a unit with moral/ethical issues. Kids spontaneous interest; run-aways reconsidering their possible actions and consequences.

No. Used Socratic method with 3rd quarter literature. How student senses or feels about something.

Open up discussion, express opinions.

DIT Test-pre and post did not apply at this time. Item outdated on Vietnam, e.g., newspaper dilemma. Events moving too fast. I was used as control group for Mary's study.

We have looked at the negative too much, over-emphasized it.

Filmstrip concept were males, white, middleclass.

Behavioral changes.

12. DO YOU THINK THE ETHICAL QUEST PROJECT SHOULD BE CONTINUED NEXT YEAR?

Early training important--workshops should occur. We should fund program ourselves.

Buy the time for teachers--dollars or released time.

Highly worthwhile; get community support to push.

We should continue--find effective teachers--share--exchange.

Make own guides available to all staff.

Yes. Inservice for teachers to make them aware of moral-ethical questions imbedded in subjects.

Need to introduce the idea of moral education to all Tacoma teachers. Questioning skills, clarifying values at all levels in all disciplines. Used our newly trained staff from Ethical Quest.

Yes--somehow

Yes, I do. Works fine with literature. Use direct dollars. Hard to get Ethical Quest into SLO's.

Yes. The new SLO's and basics may make EQ seem "in the way."

Yes (2)

13. ARE THERE SOME ELEMENTS OF YOUR CURRENT EQ ACTIVITIES THAT YOU PLAN TO CARRY OVER INTO NEXT YEAR'S TEACHING? IF SO, WOULD YOU PLEASE IDENTIFY SOME OF THEM.

8th grade unit will be repeated; dilemmas for appropriate classes.

Have modified all my teaching units to reflect more value emphases or aspects.

Role play; dilemmas; discussions; plays with no solutions given

Dilemmas I have developed; district techniques; my frame of reference--helped realign my scope and sequence in health education when writing new curriculum.

Video taping to continue; content units; some of my teaching style changes.

Be using most of EQ curriculum again.

Stories and the discussion approach I've developed.

Communications materials. Buried in work this year--class changes, SLO's etc.

I will if I'm in a situation that is appropriate; I will also use the moral dilemmas.

14. ANY ADDITIONAL COMMENDATIONS, CRITICISMS AND/OR RECOMMENDATIONS?

Amen

Instead of starting with a small nucleus incorporate a larger group at the beginning. They'll stay with it longer and reinforce mutual efforts and understandings. There has been a different status (higher) between the first entry group and those of us who arrived later on the scene.

Bring in people (live, real, established folks), not just "experts" but folks who are real, together, successful.

Our district does not utilize the TV station well--use kids more.

We need more public relations outlets for teachers and their work--the system does not have enough openness.

Paul was a tremendous resource person. We should not drop this program--the state or local district should continue to finance it.

Wish we could have gotten Paul into the district. Had good rapport and support with all the folks working in this program and with the leadership.

It was easy to operate on my own--so few in social studies at the junior high level.

We should have a little more meeting time as a group if we continue--one day or morning a month--for junior high teachers or by subject areas. This has been a well supported project from the Central-based staff as far as their visibility and availability at the building level was concerned.

Should be made available to others.

Enjoyed being in the project. Helpful in classroom first year. Additional work this year, good, too.

Hire people who can teach teachers how to lead discussions. Have hired staff come and videotape us--it's too much hassle to run oneself and try to run the program.

SUMMARY OF FINAL INTERVIEW RESPONSES

SENIOR HIGH CORE TEACHERS

1. WHAT ATTRACTED YOU TO APPLY OR JOIN THIS PROJECT IN THE FIRST PLACE?

Paid time to prepare
Curiosity
Planning being done by others
Need for alternate teaching techniques
Hearing others talk about program
Feeling we'd benefit
Other teams in program
Moral/ethical education should be integral to our curriculum
The fact I deal with moral/ethical issues every day--much to learn
Heard some negative comments and became curious
Interest in ideas related to DVR--a gradeless program.
Liked quality of people in program alrady (six people noted this)
Watergate--moral issues being neglected
Program might bring an ethical dimension to people's lives
Helped write the original proposal for program
Values clarification

2. WHAT OUTCOME OF THE EQ PROJECT HAS BEEN MOST VALUABLE/USEFUL TO YOU?

More focus on values
Slowed things down occasionally--we were more thoughtful
Got to meet leaders in school district
Having director and coordinator resource people to explain and facilitate values education
Discussion and seminar techniques
Getting sense of security in groups and one's own position
Learning group process skills
Reinforcement of my own values in teaching
A whole new outlook on administration--as being willing to cooperate, facilitate learning
Renewed my faith in education
The time to look at one's curriculum and see the moral/ethical issues
Confidence to not shy away from values issues
Self awareness; values clarification techniques;Karhuff techniques
Got me out of rut; made me re-think a lot of things about my teaching
Got me to doing more to make kids think beyond subject matter
Found a new way to approach old subject matter
Initiated rural-urban exhange student program
Writing down my own philosophy
Pulling together awareness of my thoughts
The learning at the workshops
Felt justified to go the way I prefer to go
Gave me as an English teacher some valuable contexts and thought- producing activities to use
Helped me focus on things that weren't focused
United or tied together things that were related
Emphasis on the human rather than the mechanical
My attitude toward discussing subjects and an openness to a variety of

opinions, not just to "right" answers

Put my own relationship with kids in a new or better light after 20 years

Planning time strengthened; better sharing of ideas with other staff members

Facilitated departmental working relationships

The conscious focusing of attention of students on moral/ethical issues

3. WHAT OUTCOME HAS BEEN MOST VALUABLE, IN YOUR OPINION, TO/FOR YOUR STUDENTS?

Getting students active in their own education was more important than any ethical outcome.

Not sure; students met director and coordinator. Recipients of changes in me.

Students have taken a new look at these kinds of things.

Conscious more of ethical/ moral issues (only one year in program)

Working with Paul - 20 to 25 times he came to visit.

The idea and the time to look at one's curriculum and see the moral issues involved.

My new skills to deal with moral issues has helped students to deal with moral issues in their life space.

Going into peer counseling--helping students help each other. Students seem more considerate of each other. Trust level was poor at first, no real introspection, but it became more so by the end of the quarter. They became able to tell you who they are-- personal walls broken through.

Not too sure about this--mixed success with different classes. Takes a couple years to make changes, if any. Kids comments were pro and con--"Do we have to do that again? That was more interesting than reading out of the book."

Livelier class discussion; can focus now on moral concerns; they think differently.

Moral dilemma technique as a stimulator to think and to read carefully, e.g., fiction may not be fact but truth. They have learned to use literature in their own lives, to gain insight.

Thinking--thinking beyond set parameters--a new experience students say. I hope they are becoming more ethical because they are thinking--not sure these go together.

Class discussion--new discussion techniques. Broadening awareness of consequences of decisions--aware of more than one decision that can be made.

Discussions with a focal point; an exchange of opinions has to have a positive effect on some. Moral dilemma issues cleared in our heads must have greater clarity in our pupils' heads.

My attitude toward discussing subjects and my openness to variety of opinions, not to just the right answer. Students considering alternatives, not just looking for the answer. Probing, searching for meaning, not just appropriate, expected responses.

Kids come in and talk about films and life. We three teachers have been together for all 4 years with lots of planning time as a team--this has benefited kids. Discussion skills qualitatively much improved. They seek the issues in films without questionning the quality or thinking.

Gave them opportunity to air ideas and test their values on other people.

The more organized, humanistic approach that they received.

4. WERE YOU EVER COMMITTED TO A PARTICULAR THEORY OR APPROACH TO MORAL/ETHICAL EDUCATION?

Inculcation/Indoctrination	0
Cognitive Moral Development	2.5
Scientific Analysis	0
Values Clarification	5.5
Action (Behavioral Change)	1.5
Eclectic	13
Other	0

5. HOW WOULD YOU JUDGE THE VARIETY AND QUALITY OF THE CONSULTANTS/EXPERTS THAT YOU HAVE BEEN INTRODUCED TO DURING THE LIFE OF THIS PROJECT?

No overall reaction; 2 or 3 exciting; 2 or 3 not useful.
Very fine
Good on method; short on content, e.g., history, literature, etc.
OK--involved only one summer
Excellent
Mosher and Diane excellent
Dick Hersh, Oregon, outstanding
Very good--but not relevant to many of my problems. Our own teachers and director and coordinator were more useful.
Several Boston people helped with application of theory via personal conversations rather than in general meetings. (in 2 summer workshops)
Tremendous education--paid to hear good people.
Hersh excellent for me--others average otherwise
Paul Nash was very meaningful, also Diana Paloitto and Muriel Ladenberg.
Very good
Very fine--convincing in their own area.
Met only a few; man on stress was good.
Not much variety--same folks from East year after year. Got turned off to closed "fraternity" of friends helping friends.
By-in-large, an excellent group.
Quality excellent, variety limited.

6. PLEASE COMMENT ON THE FREQUENCY AND USEFULNESS OF RELEASED TIME WORK YOU HAVE PARTICIPATED IN FOR THIS PROJECT: ALSO, THE SUMMER WORKSHOPS YOU MAY HAVE BEEN INVOLVED IN.

Do not like released time as a technique; do appreciate paid time to plan; summer workshop OK.
Not enough time--neglected. Summer workshop. 2 1/2 days with subs--two of us and Paul.
Just summer workshops, planning done on our own.
Adequate--sub once or twice.
4 times--OK
Summer workshop good; one evening; informed, didn't see need
Summer workshop, some released time was good; the time out helped me gain skills competencies and my strength on moral issues.
First summer workshop was best for me (2 weeks); one week last summer hard developing materials.
Used released time only once. Trying to work at building not wise or valuable. Director's visits and papers sent out most useful.

Tremendous; OK for meetings.
Went to Salem--very valuable; would like to have gone more and to see classroom teachers working.
Curriculum preparation time not used well by some teachers.
Summer workshops excellent for reading, thinking, planning. Should have had more general meetings.
Summer workshops excellent quality and usefulness; used weekends and evenings--compensated.
Used extra, after-hours compensated time; a needed Godsend to put our Social Communicative Arts curriculum together; Director worked wonderfully with us.
A couple of times on curriculum. Summer workshop was crazy--not assigned to building or classes.
Time to pursue materials very helpful
A big plus to have time to work evenings first couple of years--paid. Summer workshops timely, invaluable for team teaching. Got four times as much planning done when working with a team as I would alone.
Did quite a bit of planning on the released time--a requirement for success of the program.
Adequate without disturbing regular program--good for planning.

7. WERE THERE ANY READING MATERIALS, TEACHER-MADE MATERIALS, TV, FILMED OR OTHER RESOURCE MATERIALS YOU WORKED WITH THAT YOU FOUND EXPECIALLY USEFUL OR EFFECTIVE FOR STUDENTS OR YOURSELF?

Tremendous number of good things; hundreds of pages of materials from director; teacher-made stuff very good.
Not enough time to look for things, did not get to implement our 3-teacher team model because teacher was transferred.
American History materials from leaders, also 19th Century stuff.
Films; unit on science (genetics, cloning).
All that director sent was excellent.
Profiles in Courage films series and related lesson units I created; Ladenberg materials.
Curriculum guides produced here were appropriate to our city and context.
Film and book: "Why Am I Afraid to Tell You Who I Am?"; Sid Simon materials; Search for Values ditto sheets and guide.
The Constitutional Mock Convention materials from Boston; the Slavery Unit was less useful--some classes OK, others it bombed.
Tapes of Western Literature were fine.
Great Themes in Literature (Film series at Central); National Humanities Foundation filmstrip series previewed; New humanities film in district to introduce humanities; Charles Yenter as Library Assistant.
The Opposing Viewpoints Series--Gary E. McCuen, Editor, Greenhaven Press, 1611 Polk St. N.E., Minneapolis, MN 55413
Film Clip Series: "The Pearl," "The Light in the Forest," "Conscience and Conflict," and the guides created by Sue Sailer.
Health Units locally made; political science units locally made; our tapes and vides tapes.
Video tapes of class discussions, printed articles, Billy Budd and Caine Mutiny films
Political Science Unit. Printed articles.
Civil Rights, First Amendment materials from Pual, decisions films and guides alrady published.
Parenting values films excellent.
Was paid for field trip to University of Washington Medical Science open house; death education resource materials I put together and course continues because of Ethical Quest time, funds to visit and

hear Dr. Kubler-Ross, Dr. Jonas Salk on aging, workshop on teenage pregnancy, etc.

Made a number of packets--quite useful; never did any filming

The approach toward preparing materials, the practice that made us better curriculum generators.

8. PLEASE COMMENT ON THE DAY-TO-DAY MANAGEMENT AND OPERATION OF THE EQ PROJECT FROM YOUR POINT OF VIEW--THE DIRECTOR'S ROLE, THAT OF THE RESOURCE COORDINATOR, THE PRINCIPAL AND THE EVALUATOR.

Principal not involved; others very good

Things went well; help and materials readily available; needed more released time to study and examine.

Very satisfied--only program worked through central school of any value to me.

Coming out and leading a discussion---a part of the team observing how they led a discussion an unbelievable godsend. I usually avoid the hindrance of central involvement. Present inservice is a total waste of time; give us some solid academics in inservice.

Fine. Excellent. Could get a hold of them at any time.

Got help when I wanted it--coordinator spent 2 or 3 days with me at Wilson; had unique problems, being shifted from Truman to Wilson to Mt. Tahoma.

Have good feelings about all who directed the project--patient people, knowledgeable.

Leaders very helpful in finding materials, coming out and helping; principal not involved.

In doubt as to what the role of the evaluator was.

Felt someone was always available--someone outside the classroom seemed interested in what I was doing.

Quality.

Workshops too loose and easy. Coming into classroom to visit was so good for kids.

Attempts to evaluate good but structure was not tight enough.

Project had nothing to do with principal.

Leaders available if I wanted them. An effort was made to keep in touch with me by the evaluator. Felt some lack of leadership--what, why, how, when. Wished project had had more visibility and had reached more people. Wished we had met together as a total group to discuss the overall operations of the program.

Leaders extremely helpful. Gave sense of motivation without high pressure tactics--a learning process for us and students.

A first class operation, principal a real support.

Teams B and D got most attention this year.

The only project where the staff has been so readily available--access excellent. Willingness to come out and work with us. Director and Coordinator were nurturers--came once a week during 12 week death and dying unit.

Quite cooperative group of leaders--we got what we wanted when we wanted it.

The only program in the Tacoma Public Schools where people leading were available and ready to help.

9. WHAT SPINOFF EFFECTS, IF ANY, HAVE OCCURRED FROM THE EQ PROJECT TO OTHER STAFF OR PROGRAMS IN YOUR DEPARTMENT OR BUILDING?

Almost no spinoff in building or department (5 responded this way)
There's been no request for materials created or identified.
Other teachers used my dilemmas; parochial school teachers using them in Seattle.
Pretty autonomous
Not from me; maybe from other Ethical Quest staff members. People in my department are pretty set in traditional approaches to education.
Our rural-urban student exchange program expanded Ethical Quest ideas and methods considerably. The Interact Club picked up the costs in part.
Several teachers have started working with me or with materials from our program.
Considerable expansion in our department, from one team to all four teams in our social-communicative arts program--from three teachers to eleven teachers. The program got teachers to examine their own motives. The methods from the Ethical Quest project are what have been most attractive; the teams have varied in the content on which they have used the methods.
Some counselors have wanted to become involved.

10. HOW DO YOU JUDGE THE QUANTITY AND QUALITY OF THE PUBLICITY AND COMMUNITY IMPACT OR INVOLVEMENT OF THE EQ PROJECT?

First year some hostility was visible.
No parent reactions or involvement (9 reported this)
Little or none; the public shut its eyes and ears largely.
Brought representatives from the community in to speak and participate.
This delicate subject warranted a low profile.
We should not have had more publicity; fine as it is; enough. (5 reported this)
The teachers and students were meant to be the primary beneficiaries.
The Ethical Quest did not dominate our program.
Largely unaware; no noticeable community awareness or response to the program.
Positive in community generally; friends of parents inquired.
The program should have had total exposure throughout our building.
Lots of positive feedback from kids and parents.
Got a lot of pupil resistance originally; later, pupils from other classes came in to participate in our program.
The Citizens Advisory Group was not visible.
Once the program settled in there was no public reaction.
More visibility may have made for more conflict.
I remember a few news reports quoting the director.
No feedback--first year pressures tended to make for down-playing the program later. The early controversies may have resulted in a too low profile later in the project.
Made use of the moral issues series printed in the Tacoma News Tribune.

11. WHAT DO YOU THINK ABOUT THE EVALUATION DESIGN, MATERIALS AND/OR PROCESSES USED IN THIS PROJECT? YOUR OWN EFFORTS TO EVALUATE INDIVIDUAL OR OVERALL PROGRAM OUTCOMES? THE EFFORTS OF THE EVALUATOR OF THE PROJECT?

Pretty hard to measure a person's value system. No test available to this;

proper tools not developed yet.
Didn't use any.
Kids responded well; they discussed their feelings positively to questionnaires.
Using the Defining Issues Test, (author Jim Rest, University of Minnesota),--seemed reasonable.
The general interest shown by students, their involvement. It takes time to set up.
I can't see how anyone can test what's happening, it's so complex. (3 said this)
Teacher reaction; feeling; the types of questions kids asked.
Discussion and observation. We discussed welfare fraud in one unit and a few days later four girls went off welfare.
One of the unanswerables worth teaching.
My own evaluation, not specific--what seemed to go right or wrong.
Talking things over with the director and evaluator was most helpful.
Kids could write their own laws, and did, e.g., cheating vs the good society, slavery issues vs labor issues (students could see the similarities and need for laws).
Our objectives weren't harmed.
Students became involved.
Students reactions to moral dilemmas in literature we discussed.
Feel negligent regarding evaluation--I tried some pre- and post- writing samples.
Video-tape sampling is a mixed bag--too complex to arrange for, set up, operate and then to evaluate. It has great potential. No time to review tapes.
Writing assignments. Class discussions. Awareness of consequences of decision. Student level and quality of participation. Confrontation; self-examination.
Once through desensitization kids become very open.
Some elements we've used have results that are unmeasurable--objectivity is not possible. *(2 said this)

12. DO YOU THINK THE ETHICAL QUEST PROJECT SHOULD BE CONTINUED NEXT YEAR?

Continuation and dissemination seem to be a function of the dollar flow.
It depends. It could be great--it depends upon the design.
Yes (7) We'll continue it ourselves. (3) Have demonstrations for other teachers. (3) Teacher intervisitations.
Show films from a moral valuing point of view, e.g., show "Mutiny on the Bounty" and ask, "Is it every right to mutiny?"
No, (3). Not without direction. Not in the same way. Not without our present director and coordinator.
Keep it as informal as we were; bring in consultants. Help us with techniques.
Have the total school staff in a building involved.
Use us that are trained as future leaders; use the videotapes.
Materials should not be graded.
More summer workshops, with a new vector and new approaches.
Read materials; visits; keep values education before staff, students and the public.

13. ARE THERE SOME ELEMENTS OF YOUR CURRENT EQ ACTIVITIES THAT YOU PLAN TO CARRY OVER INTO NEXT YEAR'S TEACHING? IF SO, WOULD YOU PLEASE IDENTIFY SOME OF THEM.

Continue use of dilemmas (4)

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*Numbers in parenthesis indicate the number of frequently given responses.

Discussions (3), divide groups, have each take a position, develop it and then present point of view back to the whole group.
Use study guides; work with issues; probing.
Paid summer workshops would tie us into completing lesson guides more thoroughly.
Reinforce what I have always been doing--always the ethical problem.
Use writing assignments.
Justice; fairness; equality.
My units on world problems--government, communism, forms of government.
More in-depth teaching, more role playing. There's no simulating problems in a teenage parenting class--every moment is terribly real.
Will take more impromptu moments to deal with moral issues when the time is ripe.
Continue the Moralberry Pie Unit.
I don't do the same thing twice but I like taking a concept and exploring it various ways, e.g., Jessie Jackson's ideas or Solzhenitsyn's thinking.
School is a microcosm and we fail to relate it to the rest of reality.
Use our guides; values clarification; values issues with student government.
Use a lot of things--we don't need a director.
Am giving input as a member of a national advisory committee on death education.
As an editorial policy of our school newspaper we will continue to examine moral/ethichal issues.
Will work in the attitudinal area--am already committed to humanisitic, ethical concerns.

14. ANY ADDITIONAL COMMENDATIONS, CRITICISMS AND/OR RECOMMENDATIONS?

I came in somewhat cynically, got involved. Some came in just for the money. I have extreme praise for the director's character--he accepts everybody, there's no pushing of anyone.
I criticize strongly the fact that we get good things in Tacoma and then we drop them--we should not! We should set aside funds now for materials, texts, films, etc. The central staff people for this project were very good on meeting our building needs when we needed them. Can we have a teacher exchange that will facilitate our trained personnel having time to train others?
Are younger children more influenced by values education? Are parents or peers more influential? Can we offer a practical ethical education course for teachers? Leadership for a program such as this is very important. I appreciated opportunity to speak at the Washington Educational Research Conference, and opportunity to hear elementary Ethical Quest staff describe their activities. Leaders are best who can administer, advise, and act (work with teachers and students).
Well handled program; one of the few I've seen that was well handled.
We need some way to make the rest of the Tacoma school staff aware of the program.
This project has been a tremendous additional resource input to me.
Our model is a pretty good one to repeat. It should have more structure for new entries. Not knowing fully what I was supposed to be doing, what was expected of me, was frustrating. The program is not an answer to all the world's problems, but it helps.

Getting kids to discuss is my aim; am not sure how big a class size is optimal. I would have done more if there had been some deadlines to "push" me. There are many competing interests for one's time. Most of my department are not interested. I hope the service of providing classroom quantities of exerpts from books can be continued. The more authority a teacher exercises the less receptive kids are to a program like this. My ethical quest planning was messed up by the changing teaching assignments I was given.

Too bad this program can't continue.

I'd like to have Dick Hersh come and visit my classes.

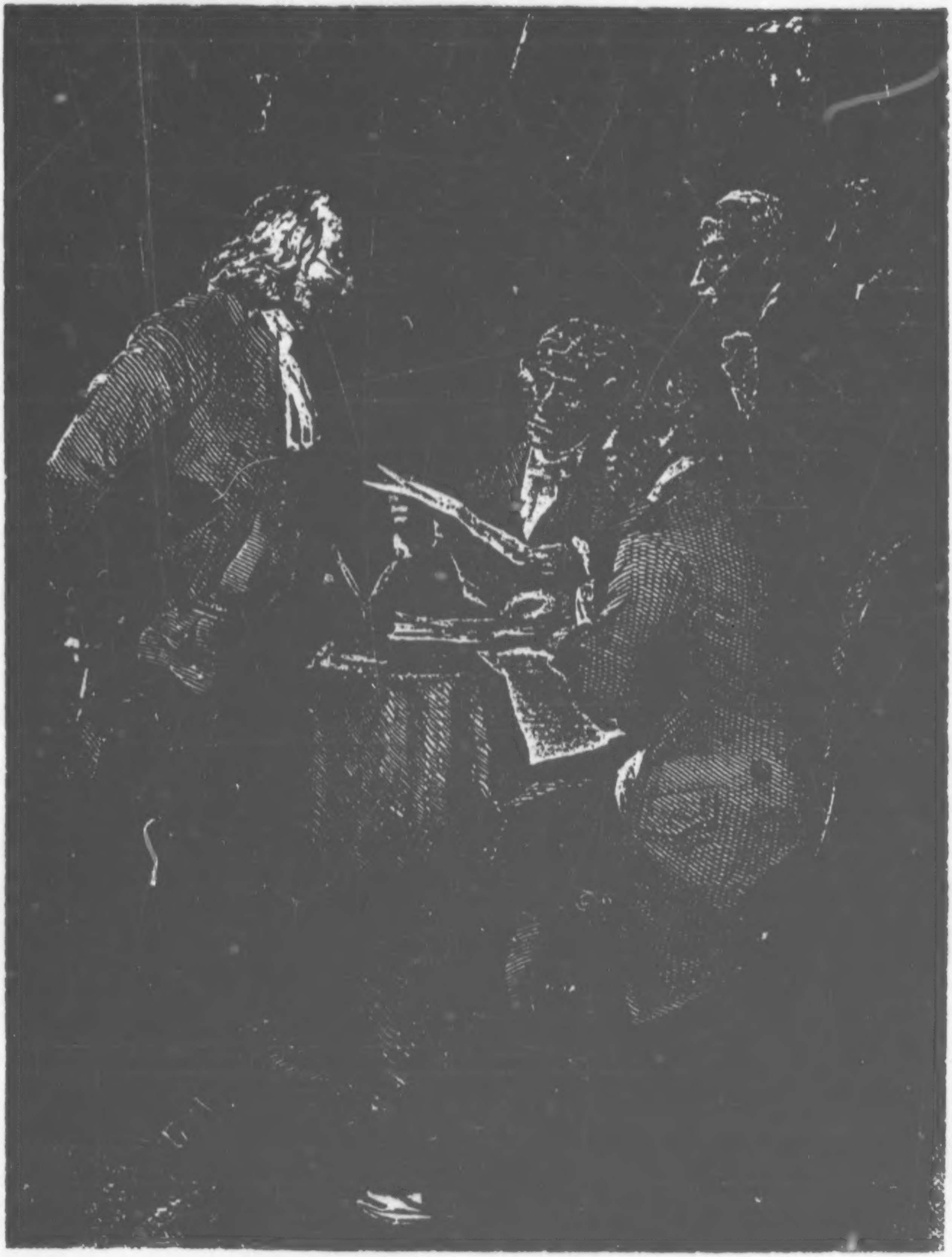
I'd be interested in knowing what's happening to this field of moral/ethical education across the country. What does our school district think about values education in the context of national push "back to the basics?" Is not this area as basic as you can get? Work in this area is very elusive--one can hardly teach it.

It's been a worthwhile project monitored very well. I would like to see a publication about the whole project made available.

It's been a great experience; it's changed, clarified my focus after twenty years of teaching. I am a better teacher for having been in this program.

Kids' values change and develop over years and evidence of this won't occur very rapidly. It's been good to get kids to see and weigh others' points of view.

My compliments to our director and coordinator who partook in our classes, and who were available when we wanted them.



Benjamin Franklin and Thomas Jefferson

SUMMARY OF ETHICAL QUEST PARTICIPANT QUESTIONNAIRES SENT OUT BY MARY AND PAUL SULLIVAN - June 5, 1979.

NOTE: The 25 questionnaires returned directly to them represent just under a fifty percent return by the 52 people then active in the program.

1. Has being involved in the Project been helpful to you as a teacher?

The values project made me more aware of the relative states of moral development in people. This has given me more understanding of the various levels of ethical thinking. In methodology, many valuable teaching techniques, particularly discussion techniques, have come to me through this program.

The Project has confirmed the belief I held for years that ethical thinking was an important and necessary part of school curricula from preschool throughout public school and college. A nation which does not educate its citizens to think ethically has no future.

Absolutely! Participation in the program allowed for my growth toward acceptance, which is without peer as a tool in the teaching profession.

Yes; through the development of curriculum, I have been able to find a renewed interest in the teaching of English.

Yes, very much! I developed a program that I used all year and I saw an internalizing of the material I have not had before.

I have become more aware of ethical issues in literature and history and how these issues relate to everyday life experiences. My increased sensitivity has helped to channel classroom activities as a means of examining moral dilemmas, seeing the consequences of different decisions, and ultimately having the students make their own decisions about the dilemma.

Yes. Since we work in a team teaching situation, having time to plan and work together has been terrific! I doubt that we would have ever tackled some of the things we tried if we hadn't had team planning time.

It has increased my understanding of students and their reasoning about issues involving fairness. It has given me new ways to deal with issues involving conflict and moral decision-making. The program has increased my abilities to plan and write curriculum--and more important, it has expanded my own reasoning on moral issues and my effectiveness with children.

Yes, especially with writing curriculum for the humanities and with writing and using moral dilemmas with literature.

Yes, it allowed me to approach the literature and writing portions of my curriculum in a much broader scope.

Because of the training I've received in moral education I find I've tackled a lot of curriculum areas in a more thought provoking way. I use discussion as a teaching mode more frequently now and have been trained to see moral education as an inherent part of many curricular areas. . .language arts, social studies, science, etc.

1. Continued

I am more aware of moral and ethical concerns. I feel more comfortable in leading a discussion on the concern. It has also helped me formulate my own beliefs in a more usable and understandable format.

Yes. First, it induced me to reexamine what I have been doing in my classes from a different, specific viewpoint. It made me aware of some ways to change my assignment and provided time to think through the mechanics of these approaches. Second, it stimulated my interest in moral education as a part of basic goals in my assignments. I think the process of meeting with other teachers whom I seldom see otherwise has helped me to see how moral and ethical problems can be used in the classroom. Third, the suggestions, sample materials, and clerical assistance provided me with experimental materials for use in my U.S. History classes. And last, I felt that this program was the first contact made by other educators in the district in which interested visitors came into my room to share ideas and criticisms. It was the only program that broke down the isolation of my classroom work in a way that was helpful.

It has given me new information, confidence, released time for planning, and another resource of people and materials to draw from.

2. Have you tried different teaching strategies as a result of being involved in the Project, e.g., role playing, small group discussions, class discussions, debates, class meetings, class interviews, etc.?

I've used the following techniques: mock trial, debates, small group discussions as preparation for large group discussions, and moral dilemmas.

I've used some of the above strategies before joining the project, but as a member I have used a greater variety of oral communication approaches--and have used them more often than before. The project has successfully reminded me that active participation in learning is necessary, and that strategies such as the above are a good way of eliciting that active participation.

All of that and a total aliveness to the tasks at hand.

Moral discussions have been an interest arousing and stimulating means to teach and learn.

Yes, role playing, group discussions and class discussions.

Yes, role playing has been a successful strategy, particularly in writing. As the students become involved in this, their inhibitions lessened and the quality of their writing increases. Small group discussions both on issues and writing evaluations are an important part of our Social Communicative Arts program. Next year student government will devote one day a week to values clarification. Students this year report such sessions have had a positive effect on their attitudes in committee work and in discussions.

Another effective method has been to give students four alternatives to an issue and divide them into four groups Each group studies the issue from its point of view, forms a group discussion, and then presents its decision to the total group for discussion. Focusing on ethical issues has given a purpose and direction to any method used.

Not really. I used most of these techniques before becoming involved with this project. I have added sparingly, the use of moral dilemmas. Many of them have been exciting, spirited discussions. However, they can be overused.

2. Continued

Definitely! All of the above.

More variety and procedures for small and large group discussions. Most of these suggested methods I have used before but the Ethical Quest program has sharpened them.

Yes, discussions, especially with moral dilemmas. Also, journal writing topics and spot writing assignments such as the one on Runaway Slaves.

Not as much as I would like. I see a real problem incorporating Ethical Quest into curriculum at a time the SLOs (student learning objectives) are being crammed down our throats.

No--pretty much did these things before--but they are better organized now.

I have certainly used class discussions, class meetings, etc., more often since I am more aware.

I have used more small group discussions and more class discussion and involvement. Also, I have allowed the students to work in groups more than before.

No. My strategies have not changed other than adding the use of "probe" questioning.

Class discussions have been employed previously--but the use of the trial method does work!

Yes, every issue of the student newspaper had at least one topic that would present a value concept.

We've had many class discussions based on moral issues. One was the film, "Mutiny on the Bounty." The big moral issue raised here was: "Is it ever all right to break the law? And, if so, when and why should one break the law?"

I've used all the techniques except debate. The students seem to be able to carry on discussions much better than students could before project.

Yes, have used role playing, small and large class discussions, debates, class meetings and writing assignments on value issues I probably would never have dared to tackle if they were not supported by the project, e.g., issues of going against an unreasonable parental demand, breaking a law for a higher concern (civil disobedience), how to respond to violence, and sensitivity to gays' feelings and rights.

3. Do the ideas derived from the Project influence your teaching and your relations with students aside from your use of the specific curriculum materials which you developed at workshops?

The ethical quest program has offered me additional support and further motivation for continuing to remain sensitive to student needs.

My idea of my relation with students has not changed; however, the security with which I hold this idea has grown immensely. I used to feel rather alone in the idea that a classroom should be a warm, supportive, growing place for everyone, including the teacher. Through the Project I have come to know many others who teach out of the same belief. Also, my belief in the classroom as a place where individuals come together, each with differing abilities and interests and levels of development, has strengthened, as has my capacity to deal with the individuals.

3. Continued

The Project assisted me in opening my life to my students and vice versa.

When teaching any short story, novel or play, I have found myself searching for and teaching to the moral issues found in literature.

Yes, I realized we expect so much more than they have background training for--and we need to help build moral knowledge more in our everyday contacts with children.

Ethical issues have become an influence in my relationships with my advisees as well as a number of other students who come by my office to discuss subjects ranging from credit problems to home problems. I am more aware of moral dilemmas and values involved and can be of more help to the individual.

I'm sure I have been more relaxed in discussions. But I really don't see any significant changes.

The ideas have had more impact on my thinking and teaching strategies than has any program (or course) in the past.

It permeates much or all of what I do. My perspective or focus is subtly, or sometimes sharply, different from before. Some scattered things I've learned: I am more aware of ethical development and more tuned in to how it happens and am thus likely to learn more about it in the future; I learned that one step up is better and more successful than trying to help students make giant leaps all at once; I am, perhaps, less likely to work toward consensus and conclusion in a discussion than I used to.

Kohlberg's six stages though not thoroughly internalized, have helped me understand moral stands of students. "Moralberry Pie" has clarified my own thinking. I come up with better questions to stimulate student thinking--especially after the indivdual help and suggestions of Paul Sullivan.

The workshops and readings were very beneficial in sensitizing me to students.

It's become very easy to talk to students about their behavioral or social problems in " moral" terms now. They understand the term "dilemma" and will use it to discuss happenings in their own lives.

No, haven't been back into teaching that long.

Yes, many times the discussions come about by student initiated concerns or desires. I feel I use a different approach than I would have a year ago. I also feel freer in discussions to help the children clarify their own values and beliefs.

Yes, the project stimulated me to get more involved in the areas of self image and human needs. I also became more interested in Karkhuff techniques and have integrated them into my teaching.

Yes, in fact I have found this to be of more value than the specific curriculum materials which I developed.

3. Continued

I have found myself more aware of moral concerns in individual work done by students. This has influenced the types of assignments and questions I use for individual assignments. It has also provided me with some study questions designed to emphasize moral judgments and to stimulate students to examine their own opinions about issues that recur in history.

The project has influenced me in the area of awareness. A constant awareness that students should deal with personal and social values. An awareness that I, the teacher, can be one way that young people are challenged to deal with their values.

Yes, I'm still trying to comprehend and employ synergistic education--wish Paul Nash was back again.

Yes, I think that I am more conscious of helping a student sort out issues and ideas that form values he/she can live with.

I am now more prone to look at the moral justifications involved in making certain kinds of decisions, i.e., the decision in the Bakke case, and the dropping of the atomic bomb.

I find that I am relating to my students in a much more open and democratic manner. I have better rapport with my students.

I will continue to use class meetings, more sporadically. I have conducted them more as an objective observer and moderator than I would ordinarily have done. I am slightly less dominating.

I think I am more aware of student rights. I find myself thinking more about justice for kids. I still do some crummy, unjust things but now I am at last more aware of what I'm doing.

I cannot honestly say it has made any difference but supported what I have always done.

4. How do your students respond to the curriculum materials which you developed for the Ethical Quest Project?

They love them. They are really exicted about the Law Unit materials. They want to play "Getting Into The Law" (a game developed by the project) at lunch.

Usually a very favorable response. Most of the time I don't even distinguish in class between the materials I developed and my regular curriculum.

With great interest.

While they're doing it they act rather non-committal, rarely enthusiastic except in the dilemma discussions and debates. But after they finished the course they acted with a lot more maturity and respect toward their fellow students.

In a more positive manner than to the traditional curriculum, although, since some new subject matter was also being introduced it is hard to tell exactly how much of the reaction was due to this factor.

My students have responded very well to the curriculum materials developed for the Ethical Quest Project.

Good, generally. However, many students questioned the idea of testing to see if students were reaching a higher level of ethical reasoning. I tend to agree with the students.

4. Continued

The majority became involved and with a high degree of interest; alack and alas, my bolts of lightning fail to stir the inner soles (souls) of a regular small number.

They have been conditioned (somewhat) to spit back answers, not to think. Some of the materials make them uncomfortable.

There has been a whole variation. Some classes were receptive and interested. Others rejected the materials so that I had to shorten the unit. Part of this was due to the experimental nature of the units and part was due to materials not being clearly organized and with explicit directions.

Extremely well after initial resistence--it takes time to develop trust levels and to peel away the defenses.

Extremely well. . .they will ask, "Do we get to have a dilemma today?" At the year's end, in a critique I have them do of me, it's consistently rated as their favorite subject.

Student (and other teacher) response to the use of moral dilemmas with literature has been highly positive. Response to questions about literature--involving moral decisions--has provoked good, deep thought.

Positively, probably because the approaches and materials are student oriented; varied; obviously relevant or important to them and of true value; naturally on a level they can comprehend; helpful in giving focus and meaning to a unit, such as an historical period.

Students become thoroughly involved in the materials and issues probed in class.

Students respond well to materials dealing with personal experience and materials relating directly to them. Therefore, student response is generally very positive, e.g., the Death and Dying and Parenting classes are always full. My major area of interest is high school health education.

Our feedback from individual students indicated a genuine interest in discussing moral issues, particularly those with which they had a personal interest.

Generally speaking, with interest. Although some students griped about the number of readings they did on the topic of prisons, I noticed that they were consistently interested in the discussions we held and in the guest speakers who visited and the films we viewed. Now, in the second quarter of composition, the students groan over the difficulty of the reading level of Henry Thoreau in "On the Duty of Civil Disobedience;" but they also recognize that Thoreau and Martin Luther King, Jr. were saying ideas of a kind of significance which the students had not encountered before. At a junior high where I taught, the students seemed fascinated with the Indian culture they encountered in The Light in the Forest, and for the Black students, especially, the novel gave them a chance to express some discomfort with the present dominant culture.

When students have had to confront problems in values selection through a discussion of a particular ethical issue, the involvement of students has been far more intense. Whenever students are intensely involved, I would judge the students' response as quite favorable.

5. Do you find that the way in which you relate to students in the classroom or around the school has changed because of involvement in the Project?

The ethical quest workshop certainly supports what we have tried to do at Foss High School, namely to treat people as individuals and to avoid dealing with students with the herd instinct.

5. Continued

No. But, my comfort about the way I relate to students has increased considerably.

Other than a different emphasis as to what I teach, I don't think that the way I relate to the students has changed. Perhaps how they relate to me has, however.

Yes, I take more time to find if they know the "why" needed to understand.

I am more aware of my own values involved in my attitude towards various individuals. More tolerance toward conduct I disapprove of has been a result. I am also more aware about how non-school activities and decisions affect school work.

Not necessarily. It was great, though, to get reinforcement for the way I relate to kids.

Yes, greater use of role-playing and more discussions of topics which concern children. There is more student-to-student interaction during discussions with less teacher domination.

I'm probably more patient and more likely to be aware and accepting of where students are coming from (their age, perspective, values, etc.)

Yes, it has helped me become more aware of stages in growth in moral development--and helped me not to expect jumps or quick understandings in relationships.

Not necessarily. My involvement in the project wasn't consistent after the first year.

Yes, the children seek me out more now to "discuss" their problems. Mostly they talk and I listen but they seem to know I am more comfortable with the type of contact since my involvement in the project.

Yes, I now approach them more from a decision making model rather than a right/wrong mode.

I find I ask more questions of my students. Why? What if? Have you considered this? The students repond favorably to this type of conversation. (Two-sided, rather than the typical one-sided teacher-student conversation.

Not really. I enjoy students and teaching--have in the past and hope to do so in the future. I feel I've always related very well with students.

Not much. No, not necessarily.

I'm not sure. I hope I have changed for the better.

I believe I am much more conscious and aware of how I relate to my students than what I was before. I think the involvement has made me want to understand my students better and to actively seek better rapport with them.

Some seek me out to continue debates they were in last year! Otherwise, no. I am seen as a person who makes them work and so get a lot of hostility from the verbal, lazy ones. The quiet ones are afraid to speak up about anything. Former students seem very friendly as I'm not demanding anything of them anymore. All my students seem eager to share incidents involving ethical issues, and effect a discussion or hearing.

6. Has your participation in the Project had any effects on other people in your school? If yes, please give some examples.

No. (3) I haven't noticed any positive effects. Not sure.

Yes, other teachers are becoming interested in the materials developed by the project. They are asking for materials.

Other teachers have listened to some incidents and lesson plans I use and we have dialogues about ethical development of various students. The vice-principal tells me I should not use the democracy in classroom approach (letting class set rules), but I should be autocratic to get more respect and better discipline. It's hard for me to pinpoint the causes of bad behavior and of improved classroom discipline when it does occur.

My participation in the Project has not had any effect on other people in this school because I try not to impose my moral values on those adults around me.

Other teachers became interested in the project because they liked the discussions in which students participated. Many of the films we ordered for students to view were ordered with some influence from Ethical Quest.

Yes, I no longer talk with two staff members because I find the chance to hit the jugular vein all too easy. Ergo, I dwell within mental execution of these Hobbit-like Trolls. More seriously, conversations have become more complex since the Quest's inception. . . on various occasions colleagues and myself will debate issues like defending Nixon's point of view or SLOs in the district.

Yes, in just the last month have had two different teachers ask for copies of our curriculum material. When we did the Election Unit in '76 we had all the upper grade teachers participating and it was one of the most effective "happenings" we experienced in the school.

I have shared some of the curriculum written by myself and other project participants with people I've taught with.

Dilemmas have been shared with other teachers of English who have found them stimulating for discussions and writing.

Many of our faculty are already involved.

A co-worker has tried some materials. This has been a bad year, however, due to the delayed school opening (strike), and the fatigue factor which has been particularly evident this year.

Originally, only four of us were involved. Now, the whole department is involved. The Project may or may not have been responsible, but we do have improved communication, significantly. I am glad to see more open discussion among faculty. This has to have an effect on students and our department as a whole.

As a result of the Project, an interdisciplinary program between history and English has been developed. Before that, the two departments rarely crossed paths. Now, English and history teachers have found some common interests.

Other than students, of course. Yes, any at-easeness is infective.

This is difficult to assess. Since we have integrated the values program into our curriculum it is difficult to tell just how much effect the values education program has had.

7. Have there been any incidents or situations you have observed or which students have reported to you which showed moral behavior on the part of your students? (For example, decrease in classroom theft.)

No (6)

Moral behavior is here to stay. Students are more open to discussing their belief systems and their observations of others.

I'm not too certain that moral behavior can be tested with any specific results. Becoming aware of moral issues and learning that there are other choices that can be made when dealing with issues has been successful. The thinking of students has changed.

Yes, I reduced stealing to non-existent in my class. This was such a concern of mine the year before and the reason I wanted to take the class.

The most noticeable has been in parliament. At the start of the year there was serious conflict between two factions. One group disliked the chairperson. The conflict interrupted normal business. Through a series of values clarification exercises the two groups arrived at a position where they worked successfully together.

The Tacoma teachers' strike and its aftermath forced many students to look at it from a non-peer viewpoint. Students examined the reasons for the strike from the teachers' viewpoint and in turn teachers had to see that their decisions affected others not in the decision making process. Both groups developed more empathy for each other and the experience with the Ethical Quest program helped to do this. This process of seeing an issue from another's viewpoint has helped in the classroom.

I find many more students coming to talk about personal problems--especially the problems associated with pregnancy. I'm not sure if this is a result of the project, or just a reflection of a difference in attitude on the part of students becoming more open.

There has been a decided decrease in vandalism (window breakage) during the summer. I'm not sure that we can take full credit for this, but I'd like to think we played a part. Students often come to me with their concerns; several have turned in money which they found. One boy in my class called the owner of a lost wallet which he had found. It is difficult to assess long term benefits at this time.

Nothing that could be specifically related to classroom activities. Growth is probably gradual and fairly continuous. I'm not tuned in to registering the specific causes of growth in an individual.

More astute than opinionated thinking. Questioning of outmoded traditions. Growth in evaluating actions and reasons for actions of others.

Yes, but I can't say for certain that this behavior is a result of the curriculum I've presented or something that wouldn't have occurred any way.

This is hard to answer. I think students have become more aware of their actions and consequences which may await them, but in a community such as this, stealing is bad just if you're caught. I'm sure some students have morally improved, but there are those who will spout off beautiful moral philosophies in class and then hours later be involved in shoplifting. It has been neat to hear students using "moral" vocabulary in their talkings about daily life.

7. Continued

Fewer put downs. More willingness to help the underdog rather than kick him in the teeth; for example, on the days we play sports the good players have been helping the poor players rather than calling them names or excluding them.

Yes, one child found a wallet full of money at school and turned it in. All of the children are able to have money lying on their desks without it "disappearing." They all return anything "found." All of the children accept individual differences and are very supportive of each other. One newly discovered diabetic child caused them to choose different "goodies" for parties. If a child brings a birthday treat, he/she brings something special for the diabetic child.

Yes, the most dramatic change came at the end of the "welfare" unit; three of the students in my teenage parent class went off welfare--they had previously been frauding welfare.

I have had change in my desk all year. Most of the class has had a reason to get something from that drawer at one time or another. The number of times students complain about someone stealing their pencils has declined markedly. Things can be brought for displays without fear of them disappearing.

More willingness to help each other on composition corrections than earlier. More open-mindedness in opinions, and often they change opinions after listening to my questions and others' opinions. Less stereotyping and harsh judgments of others. The three 8th grade classes I used ethical quest curriculum with last year are by far more responsible, sensitive, hones, and self-disciplined than the two 9th grade classes I had last year but not for ethical quest involvement.

8. Has the Project staff been helpful to you and responded adequately to your expressed needs?

Yes, never any hesitation. They shared ideas--I have enjoyed their moral support.

Above and beyond the call of duty. Very helpful and more than responded to our needs.

Very cooperative in any manner that was required.

Yes!! The support from Leonard, Mary and Paul has been super. I appreciated having the feeling that any issue I found would be rapidly attended to. Thanks.

I have been very pleased with the leadership Paul Sullivan and his assistant have given the project.

Fantastic. Extremely helpful at all times.

They have provided time, materials and have visited periodically to exprss interest and to evaluate specific units.

The project staff was at all times available, patient, knowledgeable and a great resource.

Paul came out when asked and I've felt that they were available anytime I wanted to ask.

Mary and Paul have been extremely supportive and cooperative. I have felt very appreciative of their willingness to seek out and provide relevant materials also their interest in coming into the classroom and working with me. They were always available when needed. I would give a five star rating to two terrific people.

8. Continued

Excellent response--I wish our tight sequential approach had allowed more time for using them. Students appreciated the leaders.

Beautifully!!! Finding superb materials; demonstrating techniques; sharing themselves with teachers and students; reproducing materials; giving needed moral support; being accepting of us.

The staff has been outstanding in every way.

You bet! I have never felt that the staff was unwilling to do everything possible to help us. Unlike many administrators, Paul and Mary were visible, willing to get materials, available for participation with students (not just teachers). Oh, if all administrators were as competent, our job would be much more enjoyable. I also appreciated the fact that both of the staff never promised to do something or to participate, and then back out. It was a good feeling to know they would come through.

Very enthusiastic.

Absolutely! Both Mary and Paul have been efficient administrators and helpful in the classroom.

The staff helped us to be self-motivated and to see the ethical aspects in the decisions we made, and their consequences. This decision making makes us more aware of our role in teaching ethical issues. We were part of the process with the students.

YES. When I mentioned interest in getting copies of a reading, Mary provided whole classroom sets. Paul made possible the showing of a prison documentary film out of project funds. Both Paul and Mary participated in classroom discussions numerous times, giving me a chance to observe their techniques in drawing out a student's thoughts about a moral dilemma or an ethical question.

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9. Has the Project been beneficial to you and to your students?

The project has added a new dimension to our existing curriculum.

Yes. I believe that the capacity to think ethically is a basic skill. I have now made ethical thinking a much larger part of my curriculum than before.

The project has been a catalyst for an exciting approach to teaching and learning.

I hoped to build ego and self-discipline in this area and I think I did.

I am much more aware of the ethical issues in everyday situations.

I believe it has been beneficial to students but I'm not sure how I can measure the benefits.

I think it has given me a boost in making my subject matter more interesting to myself and my students.

Yes. Any project that gives one time to think and to share with others is beneficial to one's teaching. If I am a better teacher the students benefit.

I have become a more aware, confident teacher - therefore, it follows that my students will also become more aware and confident.

9. Continued.

It helped crystalize and give validity and strength to approaches I would have used anyway.

It gives endorsement to educational methods which take time, i.e., are less apparently efficient than other methods. It gives variety to students. The focus and time given to ethical issues shows students that moral decisions and concentration per se are important. The discussions and project attract non-academic students as well as normally successful ones.

I think that it has helped me a lot in my thinking about what I am doing. After several years of teaching, we all fall into ruts using the same materials, assignments and strategies over and over. This leads to stagnation and less effective teaching. I am more aware now then I have been in the past of how routine methods had become. Working in the project has helped me to think about making some changes and in developing a keener interest in day to day teaching.

The materials we have developed will be an integral part of my curriculum.

Yes, but less so since the SLO's have taken so much emphasis and time.

The project has been very beneficial to me and my students and I'm indebted to the project for helping me to clarify certain moral issues.

I am much more aware of including moral issues in discussions and lectures. I think that I at least try more now to keep from imposing my own moral values on others.

Me, yes. Students--cannot adequately assess.

Absolutely--I have seen many students actually wrestling with an idea--by themselves, rather than parroting from a book or neighbor's opinion. Thinking is most difficult but builds self-confidence.

10. Has the Project affected you or your students negatively in any way?

No. (20) The only negative feeling I had at all about it was my cynicism about Tacoma's motive in applying for the program. But whether my suspicions were founded or not, the project has been highly valuable.

One student did not like the dilemma approach, preferring to have the whole story from literature first, to find the way to the dilemma that way.

I still cannot get my class to see that everything is not all black or all white. Probably my problem, not the project's.

The project has not noticeably affected me nor my students in a negative way. On the contrary, the project has been very helpful.

Some students think curriculum not totally academic is not learning and discount that as not important. I couldn't convince them otherwise either. Then later when I put them in a composition course they really resented doing "work" and homework which they hadn't had to do in the project curriculum.

I think there has been some student discontent; but, this not due entirely to assignment based on project units. Some of my colleagues also feel that any deviation from the textbook is a threat albeit an indirect one.

Please add any other comments which you might have.

In a time of emphasis on basic skills, tests, and student learning objectives the trend in my school been away from individual work, discussions and close student-teacher relationships. The Ethical Quest project is the one experience I can cite as a trend in the other direction. Just being with the staff and teachers involved has helped me to see how necessary it is for teachers to think about providing students with experiences that allow them to form opinions and to test them in discussion with others. I know that my own thoughts have been turned in this direction and that my teaching will be different as a result of it.

I have had a very pleasant and enjoyable experience. I have met teachers from all over the district and from every level that I would not have met. The outside consultants which were here during the summers were outstanding and contributed a great deal to the project. The entire project was excellently managed and administered. It was a very successful experience for me.

I will miss the staff development days (released time). My sick leave has had a chance to build up to its highest point ever. Staff development = less stress.

It might have been fun to meet as a group--either by school or class--to discuss what we are putting in this paper, thus sharing our successes and maybe giving others the encouragement to extend even further their own personal observations.

There has been an influence in the choice of films used with our students. (feature films) The quality of discussions and awareness of issues has shown a marked improvement among students. Students no longer question why we show a certain film, but rather, zero in on the important issue to be found. It has been fun to see this growth.

The summer sessions, featuring authorities in various areas of the project, have been especially helpful and enjoyable. Many things I've been doing for years have been brought into a better focus. Consequently, I think my teaching has better direction and purpose.

This year was my first involvement in the project. I feel at a disadvantage for not having been involved from the first year of operation. It's been an exciting year and I only hope that we will have the project next year.

I am grateful for what I learned. In writing a new humanities curriculum, I intend to use even more of what I learned.

I am only sorry that the district does not have the commitment to continue the work--it is of value!

It is really sad to see the program come to an end. Of course, it will be carried on, but how I'll miss all our lunches, laughter, and lovely times.

Moral choices in contemporary society—VII

International struggle for world power continues

When it has not been ... this

To the extent that the moral problem in foreign ... placing

The News Tribune Tacoma, Sun., Feb. 27, 1977 • B-5

Moral choices in contemporary society

Do most Americans really expect honest politici

EDITOR'S NOTE: Th

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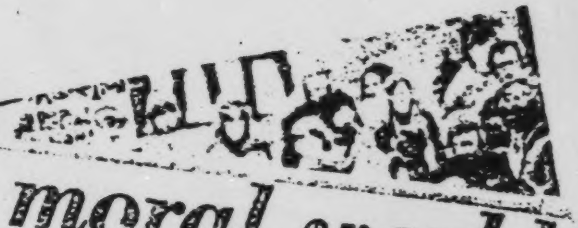
A-10 • Tacoma, Sun., Feb. 13, 1977 The News Tribune

Moral choices in contemporary society

Abortion in the U.S. represents a clash of symbols



Has the modern moral world turned topsy-turvy?

MORAL CHOICES in contemporary society

In every culture, guides are chosen to help men conduct themselves through those passages from one crisis of choice to another that constitute the experience of living.

A culture in fact survives only as far as the members of

lear

stractions will never do. Values have to be exemplified in order to be taught; or, at least, vital examples must be pointed to and a sense of indebtedness (which is the sam guilt) enco

bitions — Oscar Wilde in one of his greatest essays compares him to both the artist and the child:

"IT

THE CITIZENS ADVISORY COMMITTEE

FOR THE ETHICAL QUEST PROJECT

This group met several times during the first year of their appointment but was not reconvened during the last three years of the project nor at its conclusion.

They provided a good sounding board to the original community response to publicity about the program and were helpful in several instances in providing reassurance and guidance where there was public concern or doubt regarding the intent and/or methods planned for the project.

In telephone interviews with a sample of six of the 21 council members, the following general observations were made. They reported attendance three to five times with the council and absence at one or two sessions. These meetings occurred during the first year of operation, 1976. They do not recall being asked to meet as a group again during the life of the project.

Community feedback, they said, was concerned, critical and negative the first few months and then generally non-existent afterward. One interviewee said the complaints ceased once parents knew better what was actually happening in the program.

The advisory committee interviewees generally felt more publicity would have been desirable, in the earlier and the later stages of the program. In reviewing the school district's collection of school news clippings gathered from Tacoma papers, there were no items about the Ethical Quest project reported the last school year, the program had a full-time director.

All interviewees hoped the program might continue in some form. They felt a real need for moral/ethical education to continue and that possibly the program should be expanded to other subject areas. A geared down philosophy program was suggested that would include a morals/ethics component as one aspect of this area of education.

One interviewee was responsible in part for the director of the Ethical Quest project appearing on television twice in the early stages of the program.

One respondent noted some concern that the program might have been subtly teaching a "normative" morals or ethics--a leveling out of values which she saw as not being beneficial or desirable.

Another hoped the published materials produced by the project would have personal involvement when being distributed. This way their purposes and uses would be explained and demonstrated, thereby keeping the materials meaningful and alive. He hoped two or three day summer workshops could continue using our newly trained personnel to teach others. He also felt the local universities might be appropriate to assist with this type of continued staff development since they were the trainers of educators in the first place.

The interviewees all appreciated the one or two occasions they had to see videotapes of some of the first Tacoma classrooms working in values education. They also appreciated hearing some of the teachers discuss their experiences with moral/ethical education activities.

Early in the project's history the Citizens Advisiory Committee gave valuable formal support at one of its meetings. The minutes from that meeting read as follows:

> At its meeting of June 15, 1976, the Citizens Advisory Committee to the Ethical Quest Project discussed and approved the following resolution to be submitted to the Board of Directors of the Tacoma Public Schools:
>
> > "The Citizens Advisory Committee of the Ethical Quest Project endorses the principle of ethical education in the Tacoma Public Schools and is satisfied with the progress of this project to date. We shall continue to watch carefully and critically and to contribute to the process of curriculum development and teacher training."
>
> All members of the committee who were present, except one, voted in favor of this resolution. This one member felt that not enough curriculum material had yet been received.

One goal sought but not achieved the final year of funding by NEH (1979-80) was the reactivation of the twenty-one member Citizens' Advisory Committee to the Ethical Quest project. They had not been called together by the former director since the five or six meetings held in 1976 when the project was just getting launched. In the Interim Evaluation Report made last year the evaluator judged as one of the program's weaknesses the failure to systematically use this citizens' group specifically created to oversee and monitor the development and progress of the half million dollar Ethical Quest program.

To correct this situation one or more meetings were proposed for the Advisory Committee during 1979-80. All members were invited to attend the third of the teachers' intensive values workshops held on February 12, 1980. In the letter inviting these people to the workshop it was noted one or two more meetings were being planned for them later in the spring. Four members of the Advisory Committee did attend the teacher training workshop: Dr. George Tanbara; Noel Hagens; the Rev. Walter Simmons; and a substitute for Mrs. Eleanora Ballasiotes, Mr. Frank C. Rogers.

Following the workshop a letter was drafted to call together all members of the Citizens Advisory Committee but it was never approved for mailing. The Superintendent and Assistant Superintendent for Curriculum and Instruction made the decision not to reconvene this committee primarily because they felt the group had lost contact with the ongoing program and its development during the three years the committee had been inactive. And in view of the fact that special funding would not be forthcoming after August 31, 1980 they were aware the Ethical Quest program would of necessity have to be integrated back into the regular curriculum leadership structure currently operational in the Tacoma Schools. They felt it inappropriate to ask a group who had been away from and uninvolved in the project for so long to try and gather once again and attempt to inform themselves sufficiently to be qualified to make recommendations to the School Board or NEH regarding the future of the Ethical Quest program.

It never was the district's plan to establish a permanent Ethical Quest project separate from the rest of the curricular areas. Consequently, it has been decided to place the various parts of the project with the leadership in the various curricular and support service areas of the school district, i.e., health materials with the health supervisor, values materials in the social studies area with the coordinator of social studies, etc. In addition, all resource volumes and pamphlets relating to values education have now been catalogued and appropriately shelved in our district's Instructional Improvement Center.

While discussing this local advisory committee to the Ethical Quest project, it should be mentioned that on more than one occasion consultants to this project mentioned there would be a national advisory council serving this project as well. It was to be composed of national figures in values education. To anticipate help from such a council but never receive it, leaves some unanswered questions as to why such a group, if it was formed, never took the time to come and visit this program. Advice and counsel from such a group no doubt would have been very beneficial.

TACOMA PUBLIC SCHOOLS

"The Ethical Quest in a Democratic Society"

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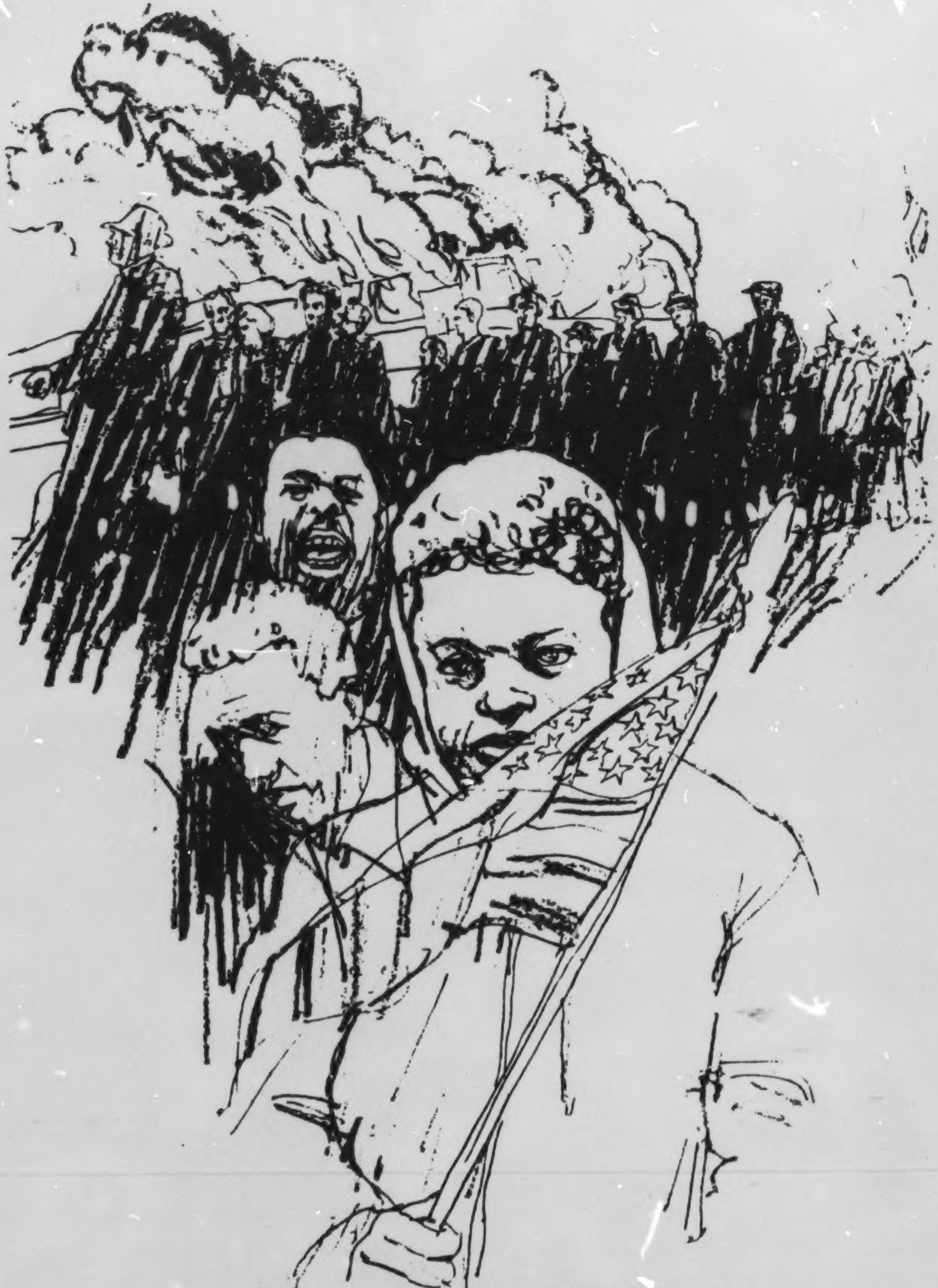

ELEMENTARY SCHOOL

This principal had been at this building one year before the EQ project got underway in 1975. Five teachers at his building volunteered for the program and they insisted that all five be chosen or none would participate, he stated. When he first came to this building he felt this school was in terrible condition; his words were: "This school was a very hostile environment when I first arrived here."

His feeling was that the EQ project had little or no part in changing that hostile environment. The principal was most negative toward the program because he felt there were too many hours and days these five teachers were excused to work on the project. He felt the pupils didn't get a fair shake, that too much "baby-sitting" resulted because these five teachers were out of the building too often for EQ. He was distressed because he felt he was not informed regularly ahead of time when these people were going to be excused. The program started out all right in terms of communication but it got worse as the years moved along.

He felt the EQ teachers spent more time than they should "patting themselves on the back," by making movies of their activities, video tapes, and things like that.

He was aware of a couple of units used in the building. The one on "Voting" was good, he said, but he felt good social studies teachers have been doing things like that for years without all this extra money and time being spent on doing it. A second unit on "School Rules" was mentioned as being visible to him, but what it emphasized he said he had been promoting all along anyway, and for quite some time.

Generally speaking, the principal felt the EQ project has not, nor will it, make much difference in his building. In his opinion, the large amount of money spent on the program should have been for shorter periods of time involving many more people. His teachers were highly involved the first year or two, but he states he thinks their involvement has dropped off considerably the last two years. He felt the spinoff effects in his building from this program were little or none, as far as exciting more teacher participation or use of EQ materials.

He felt the dissemination efforts were minimal, and more harmful than beneficial, actually.

One teacher got her MA in counseling during the first year of the program and she transferred out to a full-time counseling position. He felt she was excellent at putting theory into practice. Another very valuable teacher transferred out of the program to another building but continued in EQ activities. He contributed a great deal to the improvement of the school environment before he left.

The principal was aware that much time had been allowed his EQ teachers to work on EQ teaching materials. He noted that his building rebuilt their curriculum five years ago and produced a printed handbook describing their curriculum, one-of-a-kind in the district, he said.

The principal said he felt his teachers loved being in the program, that they appreciated time made available to develop the program and related materials. He feels the director and coordinator have done a fine job managing a very difficult project.

The principal is pleased that where once substitutes did not like to come to work at his school, this fact has now changed. The school has a different atmosphere now but he is not sure how a host of different influences brought about the change.

The principal's concluding comments and recommendations were as follows:

1) More teachers should have had the opportunity to be exposed to the program, and for shorter periods of involvement; four years was too long for any of the participants.
2) Parents at the building level should have been encouraged to become participants in some fashion along with their children.
3) The number of excused absences from the building for participants should have been less—the latter reduced the learning opportunities for many children unnecessarily. Scheduling for the program for substitutes on occasion brought about an excessive drain on the substitute pool available.

ELEMENTARY SCHOOL

A parent was present in the coffee room where the interview took place, and the principal began the session by asking her some questions about values education as she saw it. This mother who works part-time as playground supervisor at the school said the following:

1) Kids seem to have a better sense of what is fair and not fair at this school than they used to. Kids know the rules around here. They stick up for the other kids' rights even when they're not close friends, nor necessarily in agreement with the kids.

2) These changes I see have taken place over the last couple of years. It may be a result of a combination of things happening including the booklet the district has sent home about "Student Rights, Responsibilities and Regulations."

3) Many students have developed respect for the idea that everyone has a right to be heard.

The principal made the following comments in response to my questions about the Ethical Quest program:

1) Teachers are more conscious of values issues and they take the time now to find materials to make a value problem or issue visible—they take advantage of the "teachable" moment on matter of this nature.

2) Around here now, material things seem to have become less important, e.g., clothes, family wealth, cars, etc. We're not so status-conscious here as we used to be.

3) As for spinoff to non-EQ teachers, the general conversation about our coffee break table has, I feel, resulted in many of our teachers making better, broader use of curriculum materials they already have, in raising the level of awareness and skill approaches of pupils in dealing with values education materials.

4) This has been a darned expensive program some staff feel, including frequent, expensive trips for the Director and Resource Coordinator. The teachers appreciated the extra income the program allowed them to earn, probably more than the time it purchased for them to work on their curricular and instructional materials. One teacher participant said, "My husband says I've got to work this summer to make up for the loss of income due to my medical absences this school year."

5) We ought to be helping all kids, the disadvantaged and the average or above-average children with programs of this type. Too much help is going just to the disadvantaged—it's a form of reverse discrimination.

6) Our teachers would have preferred after-school paid hours to released time for curriculum development, but this was not done. I've had no calls or visits from the director or coordinator during this school year. Three of our people have dropped out of the program this year.

ELEMENTARY SCHOOL

This principal has been at this school two years. He made the following comments:

1) The EQ project has been the world's best kept secret. I've not been visited by the director or coordinator—the latter came only when she assisted during the strike.

2) I was on the principal's growth committee and shared EQ materials with them that I got earlier from the director.

3) I have had no conversation with my teacher in the EQ program—she is a "private" person.

This principal made the following recommendations:

1) Have a principals' session on EQ to get into this—for future groups. They have not been brought on board on lots of things such as EQ. An informed principal can give considerable help with presentations to his/her teachers regarding a program such as this.

2) The principal should get to know teachers who are really involved so he could do some monitoring and using of these persons to share with others.

3) I question pulling people out for half-day workshops—prefer intensive summer workshops with pay, then follow-up during the year.

4) There should be better communication techniques for those in charge of buildings as they move to new administrative roles, e.g., MAMBO holds annual summer before-school session to look at program status.

ELEMENTARY SCHOOL

1) I am not aware of any spinoff here from this program. I feel there has been a missing communications link; it has been a low visibility program. I am not aware of any specific Curriculum and Instruction outcomes.

2) I have had no invitations to go and see EQ programs conducted by involved staff. Our teacher has made some positive remarks about her own experiences in the program.

3) The beginning of this school year was so bizarre (teachers' strike) that the year started without any conversation regarding Ethical Quest.

4) The director and coordinator initiated contacts with my assistant when she was working here. It was a good contact then but has become less visible with the new assistant this year.

5) I can report no evidence as to what EQ has done for, or to, the kids. My assistant made arrangements for visits with each teacher involved last fall.

JUNIOR HIGH SCHOOL

Ethical Quest classrooms operate differently. Student participation is up considerably. The earlier parent confusion and concern was insignificant. Only one parent requested her child not participate in the program. Generally, the program has been very quiet.

The director and coordinator have dropped in to see me several times. They held a parent meeting but the parents talked about bus passes!

The teachers who pick up on ideas such as those in the EQ program aren't here any more. Thirteen were dropped as part of reduction in force policy. Others moved and most of them were under thirty years of age. Spinoff interest was high the first year or two in the what and how of values education, but it has dropped off the last two years.

Two EQ teachers have no discipline problems; they have respect and rapport going for them. A permissive atmosphere thrives under their style of teaching.

JUNIOR HIGH SCHOOL

I liked the idea of the program. We leaned heavily on one teacher to give leadership to our EQ program, then she transferred to a high school.

Our language arts department is in real trouble here. Forty percent of our kids are sent on reading two or more years below grade level.

I see no EQ spinoff to speak of.

The kids' consciousness level is up but it is due to a combination of things—ESAA, Karhuff workshop, two days for staff and many Saturdays for the same teachers (25 folks involved). These things involved listening, attending, and relating skills.

It was a nightmare my first year here as principal. Kids are happy here this year—it's taken time. You couldn't teach the way it was. Some staff thought I was too hard on staff.

The coordinator has been out several times to assist with the EQ program. Ethical Quest has been confined mostly to classes where teachers were involved. I wished staff members could have worked more closely together—one core teacher did make some staff presentations earlier.

These programs are good, they help, but they are unmeasurable.

HIGH SCHOOL

The first appearance of this program I watched with some trepidation. Those fears were unfounded, however, because the program arose through teachers who were strong, competent, and confident. They were good teachers and they wanted to participate in the effort.

I never received a negative comment about this project.

Students never singled out the Ethical Quest program as such but they have made positive remarks regarding the courses in which the program was an imbedded, integral part. Teachers report the program has improved their classes. Some teachers have become better teachers as a result of their participation in the program.

The additional funds made available for materials, film rentals, transportation, released time for teachers, etc., was generously shared with our building. The director saw me once briefly, the coordinator, never.

The growth in the number of teachers participating in the program is some evidence of the impact on our English and Social Studies departments. This effort to "re-charge" teachers' batteries and aid the curriculum materially has been most beneficial.

HIGH SCHOOL

The Ethical Quest program here has been fragmented by staff changes, e.g., one teacher being riffed, another leaving due to health and riffing. Two staff members have used EQ program materials and have used them well, in unique circumstances.

I feel it has been effective, that it has helped kids and caused some introspection to take place; some kids listen better and may be making better decisions.

The fragmentation, inconsistencies, lack of clean follow-through have been unfortunate in the program. On the other hand, I have seen dilemma discussions the teachers have developed and they do appear to promote ethical reasoning skills.

The leaders have not been out to see me. I was in on some of the first workshops when the program was just beginning. I got to hear Lawrence Kohlberg in Portland; he wasn't a good speaker. He, the theorist, and Ralph Mosher, the implementer, appeared to have some strong differences of opinion.

Apparently the EQ program did have spinoff since two staff joined the project after it had been in operation here a couple of years. I feel the school staff is aware of the EQ project but they have not availed themselves of the materials made available by the project. Elementary teachers and junior high staff are more flexible and responsive to a project like this than are high school teachers. The latter are reluctant to get involved.

I have had no parent or student contacts regarding the program outside of the classes where the program is conducted. The program has been, wisely, low-key.

HIGH SCHOOL

The paid summer staff time was a real plus for curriculum program planning. The Ethical Quest program strengthened our team concept and approach to teaching. The thinking and working on curriculum has been a major benefit from EQ for our school. The Ethical Quest program per se appears not to have been a big deal with the staff, however, the time it provided for curriculum development has been very beneficial. I am not aware of any evidence of change in values of students or staff. Good teachers have been concerned with values all along and not just now.

One of our teachers values values; he does not intervene in others' values. He has objected to Young Life on occasion, a program I feel has had a very good influence in the student school community. Two other teachers have been very positive regarding the imparting of values. In fact, our Social Studies and English have been designed to emphasize value dimensions in the program.

There has been little or no spinoff elsewhere in the school of the EQ program's content or instructional methods. I am aware that some classroom teaching units have been developed by some of our EQ staff participants. I feel the program has less visibility this year compared with the first two or three years.

Quite a few contacts have been made by the director and coordinator during the year, the latter through her administrative internship last fall, and the former through the year and summer use of our building for the inservice EQ activities. I have never had a phone call nor student contact that reported negatively on the Ethical Quest program.

SUMMARY OF PRINCIPAL INTERVIEWS

ELEMENTARY SCHOOLS

N = 9

No contact with directors (5)

Want copies of teacher-made guides (3)

Not aware of any student impact overall (2)

Program contained to classroom

No evidence of faculty spinoff (2)

Didn't know we were in program.

Leaders did a fine job with a difficult project.

There was a missing communication link.

No parent reactions

Staff sharing an informal affair

Not aware of methods or materials used

Staff communication improved.

Great need for this type education

Teacher has liked released time.

Should have more people involved for shorter periods of time

Communication worse as years wore on

Good beginning contacts with leaders but less so later

Money has been a motivator for some teachers.

Teachers preferred pay for after hours to released time, but they got neither.

JUNIOR HIGH SCHOOLS

N = 3

No spinoff (2)

Kids seem better but it is due to efforts of several projects in this school.

I know very little about this program. Coordinator and director came out several times. No contact with the director.

We've lost the good young teachers who could make the most of this program.

This program has been very quiet.

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ELEMENTARY SCHOOLS (cont.)

Too much released time given - bad for kids

Darned expensive program

Need to watch changes in administration - new principals need to be informed

Three left the program this year

Ethical Quest has been world's best kept secret

A program such as this should have building-wide implementation, e.g., ITIP, PATL

Question half-day released time workshops

SENIOR HIGH SCHOOLS

N = 3

Ethical Quest fragmented by staff changes

No negative contacts regarding program (2)

Program has affected students.

I have not been seen by the directors.

High school teachers are less flexible.

No parent reactions

Good to have a low profile program

Paid summer workshop a real plus for our curriculum planning

No evidence of changed values

We have had spinoff in our building with more teachers joining the program.

Some evidence of improved teaching and class performance

The Ethical Quest per se appears not to have been a big deal with our staff.

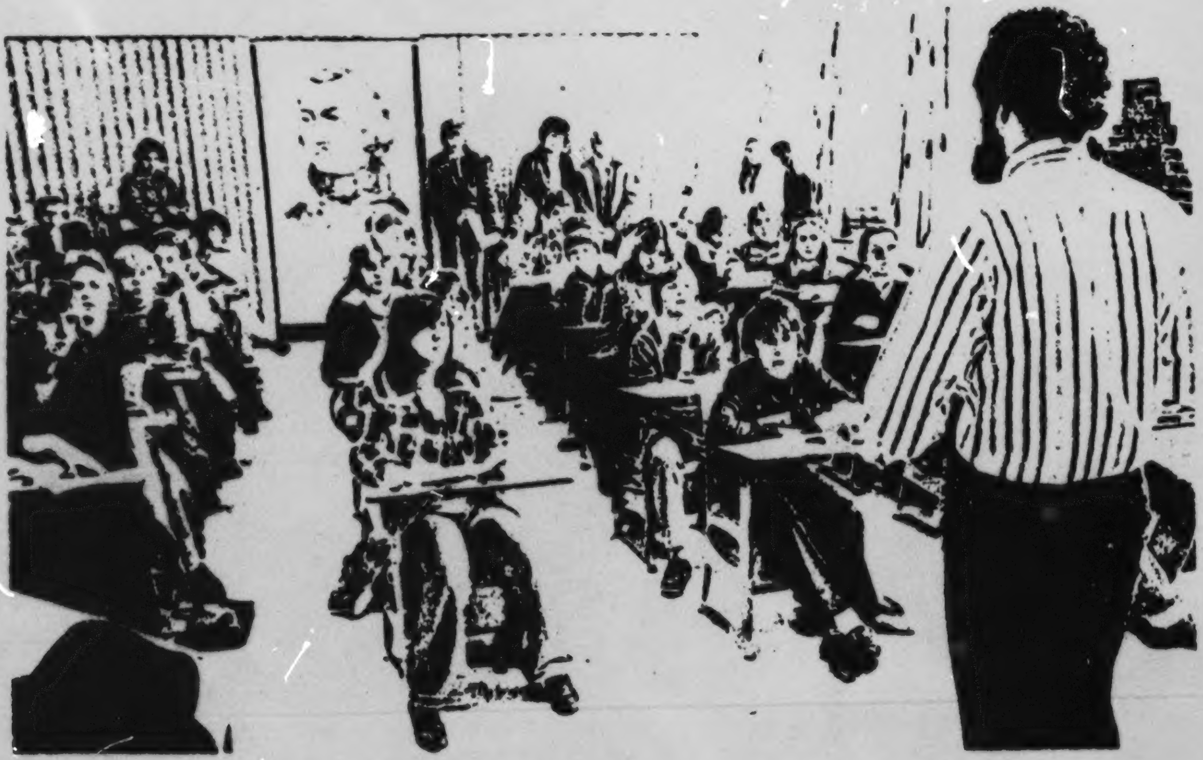
There's been less visibility for the program the last years.

( ) = Frequency of response

SUMMARY OF EVALUATOR'S CLASSROOM OBSERVATIONS

By

Leonard Wm. Holden



1977-78

SUMMARY OF SENIOR HIGH ETHICAL QUEST CLASSROOM OBSERVATIONS

DATE	TEACHERS	SCHOOL	SUBJ/GRADE	BOYS	GIRLS	PROBLEM/DILEMMA/ACTIVITY
1[illegible]8-78	Loni Fay, Paul Martin, Sharon Oswalt; Joe Kosai, Guest	Foss	Social, Communicative Arts (SCA)	60		Special topic presentation: Japanese Evacuation/Relocation during WW II--a lecture followed by questions and answers
1-20-78	Loni Fay, Paul Martin, Sharon Oswalt; Joe Kosai, Guest	Foss	SCA	45		A repeat performance of the topic presentation and discussion noted above.
11[illegible]4-77	Sally Granquist, Ken Pratt, Dick Sears	Foss	SCA	--		Met with teaching team to discuss plans for the year. They plan to write and talk on ethical issues drawn from world history and regional studies.
1-12-78	Ken Pratt	Foss	SCA	17	8	Discussion based on Edgar A. Poe's "The Black Cat," regarding self-destruction force within us, alcoholism, murder and capital punishment.
11-2-77	Bob Rife and Dean Mellor	Foss	SCA	45		Over a period of three days students viewed the film, "Birch Interval," and had a brief discussion regarding film's content at the end of the third day.
11-3-77	Bob Rife and Dean Mellor	Foss	SCA	45		
11[illegible]-77	Bob Rife and Dean Mellor	Foss	SCA	45		
2-[illegible]-78	Bob Rife and Dean Mellor	Foss	SCA	37		Discussed the problems of prejudice and insubordination as developed in the "Brownsville Raid."
1-19-78	Dick Sears	Foss	SCA	11	11	Discussion centered on film, "Future Shock," the speed and amount/variety of change occurring in society, who is responsible for control or limiting change; also, other issues such as cloning, electronic/mechanical substitution for living tissue, mood control by drugs or electronic stimuli.
10[illegible]10-77	Margaret Clogston	Mt. Tahoma	Teenage Parent & Child Educ.		10	Discussed "Living Together or Trial Marriage,"--the pros and cons when outside of marriage.

DATE	TEACHERS	SCHOOL	SUBJ/GRADE	BOYS	GIRLS	PROBLEM/DILEMMA/ACTIVITY
11-8-77	Arlene Walton	Mt. Tahoma	DVR-Emotionally Disturbed	8	3	Purpose of the session was to work on teaching pupils to play roles, to observe and record, and to rate one another on attending and observing skills--an action project with a process rather than a product emphasis.
4-20-78	Arlene Walton	Mt. Tahoma	DVR-Emotionally Disturbed	--	--	Private conference with teacher, no class present. Discussed materials, time factors and problems of working with ethical quest concepts with special students.
9-28-77	Claudia Weremiuk	Mt. Tahoma	Librarian	--	--	Conference regarding ethical quest materials, who uses them, and equipment used for program.
10-20-77	Frances Bentley	Wilson	Humanities-English	15	16	Established the dilemma of father and son on opposite sides in Civil War as told in the story, "The Horseman in the Sky," by Ambrose Bierce. Class discussed the various issues and options of the problem presented.
1-4-78	Frances Bentley Steven S. Tigner, Guest	Wilson	Humanities English	9	20	Guest presented talk on handling morality questions--handed out pamphlet, "Moral Musings."
1-5-78	Frances Bentley Steven S. Tigner, Guest	Wilson	Humanities	9	20	Second day with guest speaker. Discussed Shirley Jackson's "The Lottery," the stoning of a family or individual whose number has come up.
1-6-78	Frances Bentley Steven S. Tigner, Guest	Wilson	Humanities	9	20	Third day with guest speaker. Completed discussion of previous days and took a post-test on content covered.
9-21-77	Bob Lyon and Doug Whitaker	Wilson	English-12	12	29	A unique situation--an exchange group was visiting from a rural section of the state (Twisp, Liberty Bell & Winthrop, Wash.) Introduced the dilemma concept by use of the unlocked gas pump story and problem of telling the truth vs loyalty to friends.

DATE	TEACHERS	SCHOOL	SUBJ/GRADE	BOYS	GIRLS	PROBLEM/DILEMMA/ACTIVITY
9[illegible]2-77	Bob Lyon and Doug Whitaker	Wilson	English-12	12	41	(Same visiting group & Wilson students)--Used the film, "Love to Kill," about boys who release buffalos that were being held for sport shooting. This act results in a hunter shooting one of the boys. Several dilemmas develop.
9-29-77	Sue Sailer	Wilson	English-Comp	7	14	Worked with dilemma of the banker whose trusted consultant is found to have lied on his own income tax. Should bank protect their consultant or let law take its course?
11-28-77	Sue Sailer	Wilson	English-Comp	9	13	Discussed racial issues and prejudice from book and film, "To Kill a Mocking Bird." Moved to discuss sexism and economic-social prejudice concerns at school.
1[illegible]29-77	Sue Sailer	Wilson	English-Comp	8	14	Continued discussion of the above and added the Bakke case.
1[illegible]-78	Sue Sailer Steve Tigner, Guest	Wilson	English-Comp	21		Presentation made by guest on topic of justice.
1[illegible]-78	Sue Sailer	Wilson	English-11	16	12	The Bakke case was presented for class discussion
4[illegible]8-78	Sue Sailer	Wilson	English 10-11	7	14	Discussed John Hersey's "Hiroshima," (book and film). Question: is war an act we carry out just to win, or (is/should) morality be a part of war?
5[illegible]2-78	Charles Yenter	Wilson	Ancient Hist. 10-11	9	7	Students read silently a handout with ancient Egyptian and biblical quotations. The discussion centered on a comparison of the two approaches to right and wrong, good and evil, and behavior, (values).

SUMMARY OF JUNIOR HIGH ETHICAL QUEST CLASSROOM OBSERVATIONS

DATE	TEACHER	SCHOOL	SUBJ/GRADE	BOYS	GIRLS	PROBLEM/DILLEMA/ACTIVITY
5-10-78	Jim Bennett	Hunt	Health 9th	5	19	Under what circumstances would you feel reasonably justified in withholding CPR therapy?
10-4-77	Tom Reynolds	Hunt	N.W. History 9th	13	10	Discussed and wrote responses to problem, "Privately owned land the state needs it and offers a fair price while private investors are willing to pay high price." Should owner sell for profit or be forced to sell to state?
10-4-77	Tom Reynolds	Hunt	N.W. History 9th	10	13	Same topic another period
5-3-78	Alice Hurley	McIlvaigh	Health 8, 9, 10	9	9	An action project: Each pupil was given an egg to 'nurture' for a week and treat as a newborn child. Studied were personal and others' reactions.
10-31-78	Alice Hurley	McIlvaigh	Health 8, 9, 10	10	12	An action project: Class gave Halloween party for developmental wing handicapped children and then worked with a specific child or youth once a week for a month.
1-19-78	Alice Hurley	McIlvaigh	Health (Paul Sullivan made presentation & demonstration)			
10-14-77	Lee Landrud	McIlvaigh	English 8th	7	9	Read story, "Flight," by John Steinbeck and discussed the dilemmas Pepe' faced.
2-10-78	Lee Landrud	McIlvaigh	Eng.Rdg. 8th	5	11	Read story, "The Summer of the Beautiful White Horse," by Wm. Saroyan and discussed dilemmas that arose over issues of theft, pride, law and order, trust and honesty.
2-10-78	Lee Landrud	McIlvaigh	English 8th	8	6	Another class examined the same story and issues described above.
2-10-78	Lee Landrud	McIlvaigh	English	7	8	Repeat of the above
	Betty Nylander	McIlvaigh	Rdg./Libr.	-	-	Had conference with teacher
2-8-78	Betty Nylander	McIlvaigh	Communication Skills	16	8	Class played the "Body Talk" card game--pupils had to identify emotions expressed by nonverbal cues.

DATE	TEACHER	SCHOOL	SUBJ/GRADE	BOYS	GIRLS	PROBLEM/DILEMMA/ACTIVITY
3[illegible]-78	Betty Nylander	McIlvaigh	Communication Skills	14	9	Teacher read excerpts from "Diary of Anne Frank," then class discussed difficult dilemmas faced by those helping and hiding the Jews during the Nazi days.
1[illegible]20-77	Gerry Reynolds	Truman	English	3	9	The story of a dog was read, "The Soul of Calaban." Several issues arise including the problem of pre-judging situations before all the facts are known.
5-[illegible]-78	Gerry Reynolds	Truman	Journalism	5	8	Discussed "When is a lie a lie?" How do we get into lying--is it wrong to lie?
5-[illegible]-78	Jim Smith	Truman	Health	15	14	Discussed the dilemmas related to a school using/owning vending machines to dispense "junk" foods to raise funds for worthy school activities.
5-[illegible]-78	Jim Smith	Truman	Health	13	14	Same topic as above, different period.
5-9-78	Jim Smith	Truman	Health	7	11	Same topic as above, different period.

SUMMARY OF ELEMENTARY ETHICAL QUEST CLASSROOM OBSERVATIONS

DATE	TEACHERS	SCHOOL	SUBJ/ GRADE	BOYS	GIRLS	PROBLEM/DILEMMA/ACTIVITY
11-2-77	Lynda Smith & Jann Wetsch	Boze	5th-6th	60		Group saw film, "No Trespassing" from Self, Inc. series. Discussed meaning of sign, rights to privacy, respect for others' property. Also, carried out action project--relaxation techniques done to music in darkened room; eachchild found her/his own private spot in room to sit, think, feel & write down one's thoughts.
4-21-78	Jan Thorne	Boze	4th	10	13	Discussed dilemma relating to student's planned then cancelled bike trip, the latter due to grandfather's impending heart surgery and family decision to go see him before the operation.
11-4-77	Jan Thorne	Boze	4th	14	12	Discussion built around sharing & recognizing other people's rights and needs--used check sheet on who does and who should make decisions on various family metters in the home.
1-12-78	Jan Thorne	Boze	4th	12	11	Discussed teacher-led class meetings and possible student-led meetings--Could kids take charge? How would they run it? What topics should be considered for class meetings?
11-9-77	Jerry McNamara	Lyon	6th	6	3	Dilemma: three boys leave school grounds against rules and friend refuses to go along; the boys get caught and suspect friend told. Handout sheet is used to get student reactions regarding motive awareness of the facts and ways of resolving the problem.
2-1-78	Jerry McNamara	Lyon	6th	14	8	Discussion of "The Family" unit and use of check list regarding who should make which decision in the home.
4-11-78	Mardell Buffington	N.E. Tacoma	Kdgn.	12	7	Introduction to unit on "The Body," its major organs and choice-making to help one's body--used film strip, "My Wonderful Body Machine;" a wall chart of the body; a stethoscope; and handout.

SUMMARY OF ELEMENTARY ETHICAL QUEST CLASSROOM OBSERVATIONS

DATE	TEACHERS	SCHOOL	SUBJ/ GRADE	BOYS	GIRLS	PROBLEM/DILEMMA/ACTIVITY
4-[illegible]7-78	Mardell Buffington	N.E. Tacoma	Kdgn.	15	7	Teacher read from "The Sick Book," looked at pictures and played parts of the body--lungs, heart, brain, stomach.
4-18-78	Mardell Buffington	N. E. Tacoma	Kdgn.	12	6	Continued use of "The Sick Book"--discussed burps, hiccups, cramps, coughs and sneezes.
2-[illegible]-78	Barbara Leary	N. E. Tacoma	2-3	8	10	Read story from "Getting It Together," about child pulling chair out from behind another pupil; child is hurt. Question: should another child seeing this incident tell the truth about the situation--who did it, etc.?
2-[illegible]78	Marian Pratt	N.E. Tacoma	5-6	7	4	Class discussed future space colonization and its implications--what would it be like, who should go, and how would people communicate.
12[illegible]-77	Eddie Sagara	N.E. Tacoma	4	9	9	Discussed values--courtesy, fairness, consideration. Pupils used a check sheet dealing with problems--big kids picking on smaller kids, authority figures who don't have the facts straight.
2-[illegible]-78	Daryl Smith	N.E. Tacoma	6		7	Had handout story describing family from abroad whose daughter speaks, dresses and behaves differently--as a neighbor, how could one help this new girl?
11[illegible]2-77	Mary Trier	N. E. Tacoma	2	11	10	Class discussed eating preferences at Thanksgiving and respect one ought to have for people who make different choices according to their tastes.
10-11-77	Sheila Wray	N.E. Tacoma	5	12	10	A health unit on "Who Am I? Who Are You?" Pupils made comparison lists of self and friends noting how they were alike and how they were different.
11-3-77	Bonnie Davidson	Whittier	3	7	3	Discussion was built around story, "Bright April," about a brown skinned girl and how she is treated--the emphasis concerned what it is like to walk in someone else's shoes.

SUMMARY OF ELEMENTARY ETHICAL QUEST CLASSROOM OBSERVATIONS

DATE	TEACHERS	SCHOOL	SUBJ/ GRADE	BOYS	GIRLS	PROBLEM/DILEMMA/ACTIVITY
1-13-78	Joyce Myhre	Whittier	5	13	12	Discussion was built around th question, "How do you react t name calling?"

LWH/lp
8-78

1978-79

SUMMARY OF SENIOR HIGH ETHICAL QUEST CLASSROOM OBSERVATIONS

DATE	TEACHERS	SCHOOL	SUBJ/GRADE	BOYS	GIRLS	PROBLEM/DILEMMA/ACTIVITY
5-16-79	Alice Hurley	Bellarmine (Catholic high school)	Health-9/10	7	16	Discussed how today's youth's sexual decisions are different from their parents'; presented possible "yes"/"no" answers to pre-marital sex.
11-17-78	Margaret Clogston	Mt. Tahoma	Teenage Parenting	-	6	Girls were analyzing poem meaning/ feeling and relating both to themselves and their children.
5-16-79	Arline Walton, Bob Galluci (visiting consultant: Jim Smith, Dept. of Human Development)	Mt. Tahoma	DVR-Social Studies	11	8	Discussed kinds of love--affection, friendship, Eros (personal), Venus (sexual) with much pupil involvement, interaction and interest.
5-24-79	Margaret Clogston	Mt. Tahoma	Teenage Parenting	-	10	Discussed this thing called sex: When is it good? When is it bad?
11-1-78	Dean Mellor, Bob Rife, Judy Gammell	Foss	SCA (10-12)	12	33	Local police department gave a demonstration of CPR.
12-7-78	Dick Sears	Foss	SCA (10-12)	8	9	Teacher led discussion based on reading "Siddhartha," by Herman Hesse.
12-18-78	Sally Granquist, Ken Pratt, Dick Sears	Foss	SCA (10-12)	63		Observed part of a three-day Humanities Fair; listened to a jazz combo, a girls' trio, a recitation from "The Raven," and a recitation of the General Patton speech; closed with demonstration of two dog trainers displaying skills.
12-18-78	Sally Granquist, Ken Pratt, Dick Sears	Foss	SCA (10-12)	48		Repeat of several of the above.
2-26-79	Ken Pratt	Foss	SCA (10-12)	10	5	Observed the school's newspaper staff discussing questions about the editorial policy, impact of news on readers, etc.
2-28-79	Dick Sears	Foss	SCA (10-12)	7	11	Class discussed the theme of alienation as it occurs in Brave New World, Highway to Jamaica, and Siddhartha.
10-30-78	Frances Bentley, et al	Wilson	English (11th)	13	14	A presentation of dilemmas in Horseman in the Sky (what are the facts, the choices, the values, the actions people are involved with in this story?) Ethical Quest staff were additional small group leaders.

DATE	TEACHERS	SCHOOL	SUBJ/GRADE	BOYS	GIRLS	PROBLEM/DILEMMA/ACTIVITY
12-7-78	Sue Sailer, Ken Miller from Drug Alliance	Wilson	English (11th)	10	18	Discussed prisons and prisoners' rights; why are there more minorities in prison proportionately than there are in the population.
12-7-78	Sue Sailer, Ken Miller	Wilson	English (11th)	16	24	Same presentation as above.
2-1-79	Charles Yenter	Wilson	U.S.History (11th)	13	10	Heard a lecture on how colonial governments were set up and how they changed after independence. Class broke into groups representing various states and prepared to argue their state's point of view.
2-2-79	Charles Yenter	Wilson	U.S.History (11th)	17	15	Discussed different views on slavery in the 1850's and what Lincoln thought about slavery.
2-2-79	Charles Yenter	Wilson	U.S.History (11th)	12	0	Repeat of above in another period.
2-6-79	Susan Sailer	Wilson	English Lit. (11th)	6	13	Class discussed conscience and civil disobedience from points of view of signers of Declaration of Independence, Civil War, conscientious objectors, Carolyn Quinn case, the executioner who kills legally.
2-6-79	Susan Sailer	Wilson	English (11th)	7	20	Same as above but another class.
4-23-79	Doug Whitaker	Wilson	Personal interview	-		Stated he would not be doing Ethical Quest spring quarter due to teaching grammar and English fundamentals
2-28-79	Jim Bennett	Hunt	Health (8th)	15	16	Teacher read the list of life stress items to class and pupils marked those they felt described them. Discussed scores afterward.
4-26-79	Tom Reynolds	Hunt	Social St. (9th)	16	17	Observed class videotaping their role playing of The Cayuse Trial--Indians vs the Whitman settlers.
4-26-79	Tom Reynolds	Hunt	Social St. (9th)	14	16	Observed another class conducting same activities.
4-30-79	Tom Reynolds	Hunt	Social St. (9th)	16	18	Observed a second day devoted [illegible] this trial that was videotaped.
4-30-79	Tom Reynolds	Hunt	Social St. (9th)	11	16	Same as above.

DATE	TEACHERS	SCHOOL	SUBJ/GRADE	BOYS	GIRLS	PROBLEM/DILEMMA/ACTIVITY
1-16-79	Mac Oliver and school counselor	Stanley	Grades 4, 5, 6	13	5	Counselor led discussion concerned with ways to solve problems using self-control. Pupils drew a short problem story from a paper bag to initiate discussions.
1-24-79	Nancy Zittel	Stanley	4/5-yr-olds Headstart	8	10	Children were read a story about fight over toys; they discussed ways the two boys could have solved their problem without fighting.
-26-79	Jean Lindberg	Stanley	Kdgn.		22	The class dealt with pupil problem, a child disrupting the whole class. What should one do? The second problem centered on the disappearance of a child's apple and apparent consumption of it by another child in the classroom. What should one do in such a situation?

LWH/jh 7-79

TACOMA PUBLIC SCHOOLS

OFFICE OF RESEARCH AND EVALUATION
March 1980

INSERVICE NEEDS ASSESSMENT REPORT

(Survey Made October-November 1979)

AN OVERVIEW

I. This report is issued by the Staff Development Council. It is in two sections. The general summary (on yellow paper) describes the results tallied for all respondents to the questionnaire as well as a sorting of the data by sex. The supplemental report (on green paper) describes the results sorted by certificated sub-categories, i.e., teachers, principals, educational staff associates, special education teachers and administrators. Each principal and division leader has a copy of the supplement; additional copies are available upon request--call 593-6825.

II. Seven hundred and fifty-one (751) certificated staff returned the questionnaire answer sheets. This represents a forty-five percent (45%) return.

III. The data in the attached report have been reported in percent of replies to the various items. For a sample return of this size the percentage differences reported between any two items must differ by six or more points to be significant at the .05 level. (Lawshe-Baker Nomograph for testing the significance of the differences between two percentages.)

IV. The data reported here describe those choices or responses having received the highest percent of replies. A plurality rather than a majority of replies may be reported.

V. MAJOR FINDINGS

1. Not enough is being done
    a) to promote student commitment to life-long learning and personal growth, nor
    b) to help students clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.
2. We should leave as is--we're doing just fine--our efforts
    a) to teach students to interact with people of different cultures, races, generations, and life styles with significant rapport, and
    b) to help students appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.
3. The staff is most concerned with improving their knowledge and skills in
    a) motivating students
    b) communications
    c) self-concept development
    d) learning reinforcement
    e) diagnosing weaknesses and prescribing instruction
    f) discipline
    g) classroom management

(A low level of staff competence in these skills should not necessarily be inferred.)

4. The subject areas rated highest in need of inservice were:

   LANGUAGE ARTS; READING; MATHEMATICS; SCIENCE and SOCIAL STUDIES.

   (Note: This ranking may be more a reflection of the numbers of staff directly involved in teaching these subjects than an expressed need of most teachers.)

5. Specialized areas rated highest for inservice were:

   STRESS-HOW TO COPE; GIFTED EDUCATION; THE HANDICAPPED and CHILD ABUSE.

6. The staff generally did not rate HIGH the need to improve their RESEARCH and EVALUATION skills, nor their skills in selection or preparation of INSTRUCTIONAL MATERIALS.

7. Inservice delivery systems preferred by the staff included
   a) exchange of ideas with colleagues
   b) visits to successful programs
   c) series of presentations by knowledgeable people
   d) workshops with high participant involvement

8. Incentives the staff rated highest to encourage participation in staff development were
   a) gaining salary increments
   b) earning extra pay for overtime
   c) having an opportunity to work with very talented people

9. The staff respondents said the best time for inservice activities was
   a) after school
   b) summers
   c) during the school day

10. Sites preferred for inservice were
    a) local schools
    b) locations requiring the least amount of travel

11. Two-thirds of the responding staff rated HIGH their interest in professional growth, whereas almost half (44%) rated only MEDIUM their opportunities for professional growth.

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3-80

TACOMA PUBLIC SCHOOLS OFFICE OF RESEARCH AND EVALUATION

INSERVICE NEEDS ASSESSMENT REPORT

March 1980

WHY THE SURVERY WAS MADE

The Staff Development Council, a representative body negotiated as part of our current Teachers' Contract and on which five teachers serve, believes that the key to improved inservice education programs is greater staff influence over the nature and conduct of such programs. To implement this belief the Staff Development Council recommended that this survey be conducted in the fall of 1979 and the Superintendent approved the procedures.

DIMENSIONS OF THE SURVEY

The Inservice Needs Assessment (INA) instrument was sent to all certificated personnel along with contract mailings in October. Inclusion with the contracts and over the Sueprintendent's signature was done to give the inservice needs a high level of priority.

The number of personnel categories examined included: primary and upper elementary teachers; junior high teachers; senior high teachers; educational staff associates; special education personnel; elementary, junior and senior high principals; and administrators. The survey also examined overall female and male responses, years of teaching experience, highest degree held and estimated hours of released time given last year for improving teaching skills and curriculum development.

The INA questionnaire focused on twelve educational areas:

1) The ten goals for education in Washington State
2) The ways students learn
3) Learning areas (subject content)
4) Specialized Education areas (gifted, handicapped, stress, etc.)
5) Teaching skills
6) Evaluation and research skills
7) Instructional materials
8) Inservice delivery systems
9) Inservice incentives
10) Inservice times and places
11) Current interest level in professional growth
12) Current opportunities for professional growth

A computerized format was followed for easy, accurate tallying and reporting of results.

RESULTS OF THE SURVEY

Seven hundred and fifty-one answer sheets were returned; this represented about a forty-five percent (45%) return. A few came in too late to be counted. Sixty-five percent were female replies (65%) and 35 percent were male responses. The actual sex ratio for certificated personnel is 57 percent female and 43 percent male.

NOTE: On the following pages, keep in mind the number of answer sheets tallied for the overall percents and the "female - male" percents differ because over 100 staff chose not to identify their sex.

RESULTS OF THE SURVEY (Continued)

1) The Ten Goals for Education in Washington State

The certificated staff reported:

"Not enough is being done:"

RANK		Total Percent	Female	Male
1st	to promote student commitment to life-long learning and personal growth.	54	56	52
2nd	to help students clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.	50	50	50
3rd	to develop student basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems. *(46 percent: "Leave as is--doing just fine.")*	48	46	52
4th	to teach students the basic principles of the American democratic heritage. *(46 percent: "Leave as is--doing just fine.")*	47	47	47
5th	to promote student use of leisure time in positive and satisfying ways.	46	47	45

The certificated staff reported

"Leave as is--doing just fine:"

1st	the effort to teach students to interact with people of different cultures, races, generations, and life styles with significant rapport.	62	60	66
2nd	the effort to help students appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.	54	50	61
3rd	the effort to help students understand the elements of their physical and emotional well-being.	49	45	58
4th	the effort to encourage students to participate in social, political, economic, and family activities with the confidence their actions make a difference.	48	46	55
5th	the effort to prepare students for their next career steps. *(45 percent said, "Not enough is being done.")*	47	47	49

NOTE: Only pertinent material has been included in this abbreviated statement for the Ethical Quest report.

DOES TACOMA NEED OR WANT VALUES EDUCATION? IF SO, HOW?

1. Last fall's Staff Development Needs Assessment reported that 50 percent of the certificated staff felt we need to do more in the area of values education.

   The only need reported to be more urgent was student commitment to lifelong learning.

2. How might be conduct future values education?

Fund ourselves or get state to fund us.

Buy time for teacher training--extra pay or released time.

Share or exchange ideas.

Distribute teacher developed guidebooks to all staff.

Teach how to improve students' questioning skills, handling of dilemma discussions, value identifying techniques, commitment to act on one's values and beliefs.

Use our trained staff to teach other staff these concepts and skills.

Relate Ethical Quest objectives to SLOs.

Modify present teaching units to reflect value emphases or aspects.

Teach others using video tapes--those we have made or those commercially produced.

Use our TV station better - use students in TV programs more. Make more video tapes of our activities but employ television people to do the taping, from KTPS-TV.

Work the values program with larger groups at particular buildings.

Relate the values education program more directly with the gifted program.

Have released time, or paid time, to work on curriculum, and someone to be responsible to. Would be helpful to have a regular newsletter on values education and what's happening in the field.

Make our film and library book lists available to all staff.

Promote intervisitations between classes, schools, elementary and secondary levels, and/or communities. Make this type activity a part of staff development.

Work on values education with parents and teachers together--and pupils when convenient.

Meet more regularly as groups (grades or subjects) to exchange ideas and to reinforce one another.

We need to get to know students' values better to be able to relate to them more effectively.

Show more films from a moral valuing point of view.

Bring in consultants to help us with content and techniques.

Hold more summer workshops.

Keep values education before staff, students and the public.

Have shorter involvment periods for larger groups of staff.

Help teachers to take advantage of the "teachable moments" as values issues arise.

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LWH/5-8-80

Work, play must be integrated to give life meaning

EDITOR'S NOTE: .his is the 13th of 16 articles in the "Courses by Newspaper" series, Moral Choices in Contemporary Society."

By MARTI[illegible] MARTY

Nothing
...ly tele
not work
casually

speed across lakes or drink themselves into stupors at lakesides. The word of British visitor Lord Bryce in 1880 seems confirmed: "Life is very tense in America . . . a tension which appears to [illegible] increasing." —

many of the complaints have less to do with ethics than with esthetics, less with morals than with tastes. Fastidious upper-class people simply do not appreciate the style of those who while away the leisure hours at the pool hall and frequent bingo [illegible] Legion Hall.

It would appear that many people, lacking a sense of vocation, work tediously only in order to have leisure.

But such leisure also offers new fulfillments. Not a few pleasure-seekers have agreed with the poet Charles Baudelaire: "One must work, if not from [illegible] then at least from

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B-2 Tacoma, Sun., May 1, 1977 The News Tribune

'Moral Choices in Contemporary Society'

Moral duplicity and an American's racism

By KENNETH B. CLARK

EDITOR'S NOTE: This is the fifteenth of 16 articles in the series, "Moral Choices in Contemporary Society."

Probably one of the most disturbing experiences in the development of any sensitive and intelligent child is to be confronted with the fact that his parents, his teachers, his rabbi or his priest are capable of saying one thing and believing or behaving in terms of the opposite.

Almost every child at some time before adolescence is required to cease questioning flagrant moral inconsistencies

become parts of the pattern and fabric of our political, economic, educational and religious life.

Moral duplicity becomes euphemistically rationalized by such terms as "practical," "realistic," "hard headed," and "tough minded." When examined, it is revealed that these terms mean that the discrepancy between moral values and immoral practices must be accepted. We tell ourselves and our

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Moral Choices in Contemporary Society

C-12 Tacoma, Sun., April 24, 1977 The News

Tainted business community faces program for reform

EDITOR'S NOTE: This is the 14th of 16 articles in the "Courses by Newspaper" series, "Moral Choices in Contemporary Society."

By MARTIN E. MARTY

"The only time a businessman makes the national media is when he is polluting the streams, making obscene profits or corrupting a poor, innocent politician."

CH
IT IS OUR OPINION THAT

ual terms. Three proposals stand out above others among reformers and transformers.

THE FIRST asks business people to see that "we are members one of another." For them to insist on being entirely isolated and independent is futile. Business leaders who stopped caring about the causes of poverty or crime in the cities are

FINDINGS AND CONCLUSIONS

Findings

It has not been easy to draw together the multifarious elements of Tacoma's five-year "Ethical Quest in a Democratic Society." The number of people involved, the complexity of a program operating in four subject areas from the kindergarten level through the twelfth grade, in 51 different school buildings, using five or more distinct theoretical bases to guide a wide variety of practices being manipulated or executed by a continually changing population of teachers and administrators with varying degrees of training, interest and expertise -- all these factors, complex as they are in their own right, have had to be observed, measured when possible, evaluated and described within the context of an entire school system that has had its *own* "normal" milieu constantly changing, growing and evolving in ways that are interactive with the ethical/values education segment that is the focus of this report.

The report, as presented here, is a combination of descriptions and evaluations gathered from many people -- students, teachers, parents, principals, the former program director and resource coordinator, consultants, representatives from the Citizens Advisory Committee for the project, school district administrators, and the evaluator for the project. The evaluator wishes to acknowledge with sincere appreciation and gratitude those who contributed thoughts and observations used in this final evaluation.

Most of this report has been derived following a modified *naturalistic inquiry* model of evaluation. This model is described in Egon G. Guba's recent monograph, TOWARD A METHODOLOGY OF NATURALISTIC INQUIRY IN EDUCATIONAL EVALUATION, published in 1978 by the Center for the Study of Evaluation, UCLA. Basically, *naturalistic inquiry* in education is described in Guba's monograph as follows:

1) it is definable by what the investigator *does* -- (those who impose constraints on antecedent conditions or outputs are *experimental;* those who do neither are *naturalistic);*

2) it is congenial as a supporting tool or technique with the responsive model, the judicial model, the transactional model, the connoisseurship model, and the illumination model;

3) it does confront certain standard problems, defined as boundary problems, focussing problems and problems of authenticity;

4) it is appropriate to serve the two particular thrusts or elements of evaluation: *description* and *judgment.* Evaluation is certainly not complete without a description of the entity being evaluated, and it is similarly incomplete if it does not also comment on the worth, utility, or merit of the evaluated entity as well. The problem of valuing--of determining merit, utility, or worth--obviously cannot be dealt with by the methods of science. Values are intensely personal, social, and cultural. *Naturalistic inquiry* appears to provide a methodology well suited for uncovering, interpreting, and reporting such elements in a most useful way.

The methods used in this report include observation, interviews, questionnaires and tests, and documentary and background sources. Observations are intended primarily to build up a continuous record of ongoing events, to add interpretive comments on manifest and latent features of the situation, and to uncover tacit assumptions, interpersonal relationships, and status differentials. Interviews are used primarily to determine the perceptions and views of individual participants. Questionnaires and tests are included to permit reaching of wider audiences and to obtain information that sustains or qualifies earlier, tentative findings. Documentary and background sources provide information about the history of events.

A quotation from Parlett and Hamilton[1] in their article, "Evaluation as illumination: A new approach to the study of innovatory programs," summarizes very well what this evaluator feels was the basic evaluative need in the Ethical Quest project.

> *The model described here, illuminative evaluation, takes account of the wider contexts in which education programs function. Its primary concern is with description and interpretation rather than measurement and prediction. It stands unambig-*

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[1] Parlett, M., & Hamilton, D. Evaluation as illumination: A new approach to the study of innovatory programs. In G. V. Glass (ed.), *EVALUATION STUDIES REVIEW ANNUAL* (Vol. 1) Beverly Hills, CA: Sage Publications, 1976.

> *uously within the alternative methodological paradigm. The aims of illuminative evaluation are to study the innovatory program: how it operates; how it is influenced by the various school situations in which it is applied; what those directly concerned regard as its advantages and disadvantages; and how students' intellectual tasks and academic experiences are most affected. It aims to discover and document what it is like to be participating in the scheme, whether as teacher or pupil, and, in addition, to discern and discuss the innovation's most significant features, recurrent concomitants, and critical processes. In short, it seeks to address and to illuminate a complex array of questions.* (Parlett & Hamilton, 1977,p.144)

The following diagram helps define the domain of naturalistic inquiry.

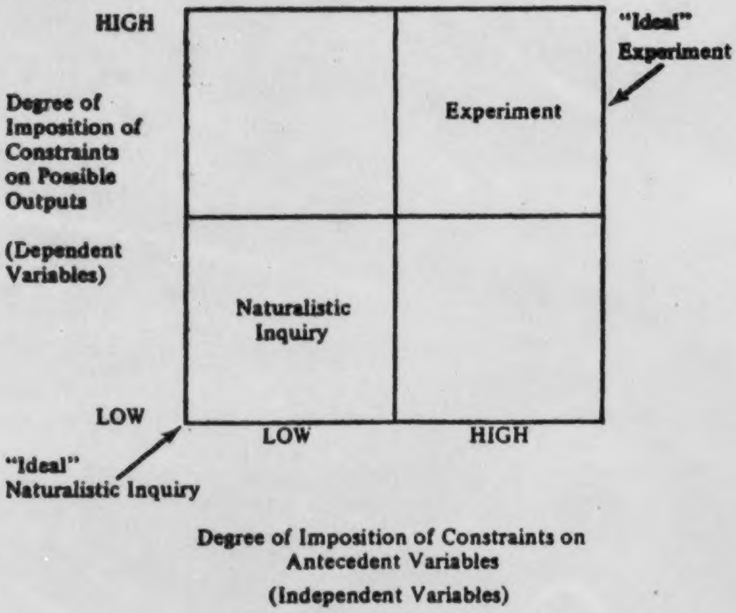
HIGH
"Ideal" Experiment
Degree of Imposition of Constraints on Possible Outputs
(Dependent Variables)
Experiment
Naturalistic Inquiry
LOW
LOW
HIGH
"Ideal" Naturalistic Inquiry
Degree of Imposition of Constraints on Antecedent Variables
(Independent Variables)

Figure 2: Representation of Inquiry Space or Domain of Inquiry

Based on Willems & Raush, 1969, p. 47

In Guba, page 10

Also, the following list of basic differences between conventional and naturalistic inquiry indicates the opposite ends of continua on which most research and evaluation is hypothecated.

Table 1: Some Basic Differences Between Conventional and Naturalistic Inquiry

	Forms of Inquiry	
Points of Comparison	Conventional Inquiry	Naturalistic Inquiry
Philosophical base	Logical positivism	Phenomenology
Inquiry paradigm	Experimental physics	Ethnography: investigative journalism
Purpose	Verification	Discovery
Stance	Reductionist	Expansionist
Framework/design	Preordinate/fixed	Emergent/variable
Style	Intervention	Selection
Reality manifold	Singular	Multiple
Value structure	Singular	Pluralistic
Setting	Laboratory	Nature
Context	Unrelated	Relevant
Conditions	Controlled	Invited interference
Treatment	Stable	Variable
Scope	Molecular	Molar
Methods	Objective—in sense of inter-subjective agreement	Objective—in sense of factual/confirmable

In Guba, page 18

Following the *naturalistic inquiry* approach, the resulting findings are presented for consideration.

1. There is good evidence the Tacoma Public Schools have been sensitized to values (moral/ethical) education. It is no longer a "fuzzy, hidden

agenda" of a few staff members or an overlooked aspect of the teaching-learning process. Two hundred and forty-four teachers (nearly 15 percent) of the district's teaching staff have now had specific, personal involvement in training and development activities created by the Ethical Quest project. All principals in the district have had one or more opportunities to develop their knowledge of and sensitivity to the field of values education, its theories and practices, and what the present state of the art of values education is in Tacoma.

2. The work accomplished by the Ethical Quest project has not been limited to the immediate Tacoma vicinity. The former director and resource coordinator deserve major credit for dissemination activities that shared the results of this program via the spoken and written word with many local, regional, national and international audiences, e.g., National Council for the Social Studies, Association for Moral Education, Association for Supervision and Curriculum Development, American Personnel and Guidance Association, Northwest Regional Conference of the Teachers of English and the British Columbia Teachers' Association, the Oregon School Study Council, and the Annual Conference of the East Asian Regional Conference of Overseas Schools in Bangkok, Thailand.

   Classroom teachers in the Ethical Quest project also made very effective contributions at several of these and other conferences. The evaluator made presentations at meetings of the Washington Educational Research Association, the Northwest Evaluation Association, the American Educational Research Association, and the Washington Correctional Association and Division of Juvenile Rehabilitation.

3. Articles and reports about the Ethical Quest have been published in the following books and periodicals:

   Sprinthall, Norman A. and Ralph L. Mosher. VALUE DEVELOPMENT. . . AS THE AIM OF EDUCATION: Character Research Press, Schenectady, NY, 1978, pp.135-156.

   Moral Education Forum, Vol. 4, No. 3, Fall 1979, pp.21-28.
   Vol. 5, No. 2, Summer 1980, p.23

   Theory Into Practice, Vol. XVI, No. 2, April 1977, pp.118-123

"News, Notes and Quotes," Newsletter of Phi Delta Kappa
Newsletter of the National Association of Secondary School Principals
Newsletter of the National Council for the Social Studies
Character Potential: A Record of Research, August 1978
The Personnel and Guidance Journal, April 1980
Neue Unterrichtspraxis (A German Educational Review)

The eleven publications produced by teachers in the Ethical Quest project are going to be critiqued by Dr. Thomas Lickona and others in a future issue of the Journal of Moral Education, a British periodical.

4. Publication by the Tacoma schools of the eleven teacher guidebooks generated by staff in the Ethical Quest project has resulted in their distribution to more than 250 institutions and individuals outside the Tacoma Public Schools. Appropriate grade and subject volumes have been given to all 244 trainees and to all junior and senior high schools and to 37 of the 42 elementary schools in the district. Titles of these guidebooks are:

ELEMENTARY
1) Moral Education in the Kindergarten
2) Moral Issues Through the Lippincott Reading Series - 2nd & 5th Gra[illegible]s
3) Family Rules
4) School Rules
5) Law Unit
6) Let's Vote

JUNIOR HIGH
7) Junior High School Language Arts and Social Studies
8) Junior High Health Materials

SENIOR HIGH
9) High School Communicative Arts Unit
10) High School Language Arts Curricular Materials
11) High School Health Materials; High School Course in Parenting

The teaching units in each of these volumes vary in size as well as in quality, however, no effort has been made to date to rate the effectiveness of the various grade/subject volumes. Popularity seems to place the "Law Unit" ahead of the others, but interest shown in the junior and senior high social studies, language arts and health volumes has also been strong. Teacher comments regarding the materials can be found in the interview replies to Item No. 7, pp. 149-50, 158 and 165-66.

5. To develop a teacher training program in values education was another major objective of the Ethical Quest project. Earlier sections of this report include considerable detail describing the rationale and procedures that were developed to meet this objective. The reported impact is to be

found in the teacher interview comments and workshop evaluation summaries located in the section of the report entitled, "STAFF TRAINING OBSERVATIONS," pp. 132-144.

What were these teachers reporting?

a) Increased visibility, awareness and concern with value-laden dimensions in the personal and professional encounters with students, among themselves, and with members of the community at large.

b) They listened more to their students. They felt they were more respectful of differences existing in and among their pupils.

c) They reported broadened student respect and acceptance of differences among themselves.

d) They reported students showing evidence of new skills useful in solving moral/ethical problems and in identifying and coping with value questions.

e) They sensed an increased openness; students share their opinions--the trust level is up.

f) They felt students were learning to intereact on items of depth and importance. . .There was more listening to one another--more open challenge or confrontation without rancor or enmity.

g) They saw students considering more alternatives, and not just looking for the answer. Students seemed to be thinking beyond set parameters. They were recognizing there are different points of view; they were able to stand in other people's shoes.

h) One teacher reported, "My new skills to deal with moral issues has helped students to deal with moral issues in their life space. . . They're learning to test their values on other people.

i) They reported new competencies and confidence to teach about complex, sensitive moral/ethical issues. These skills included identifying value issues in their regular curricular materials, organizing the issues suitably for their age/grade/subject areas, presenting and involving students in subject material in ways that got beyond simple informational sharing, that got at the caring, responsible levels of issues.

6. Another major objective of the Ethical Quest project was to measure pupil growth and development resulting from the implementation of the program.

It proved to be the most difficult area of all to assess. It was found there were no validated, adequately normed pencil and paper tests by which to measure the moral or ethical growth of students. All currently available instruments purportedly measuring moral/ethical reasoning were found to be identified by their authors as experimental or research-oriented at this point in time. These instruments included:

The Defining Issues Test (DIT) - James Rest
Important Considerations Survey (ICS) - James Burnham
The Ethical Reasoning Scale (ERS) - Arthur P. Sullivan
Value Survey (VS) - Milton Rokeach
Thinking About Justice
Sentence Completion Test for Measuring Ego Development - Jane Loevinger

Lawrence Kohlberg's Moral Judgment Scoring Interview and Jane Loevinger's Ego Development procedures were never used because of either the expense of scoring, the time involved to administer or the lack of qualified personnel to work with the tests.

Other tests used to get measures of self-concept included:

The Tennessee Self-Concept Scale
The Piers-Harris Self-Concept Scale
Brown IDS Self-Concept Referents Score Form (Kindergarten)

What results occurred?

a) The measurement of content knowledge in the humanities curricula never occurred because the content of the humanities curricula was never clearly spelled out or standardized in any way, therefore there was never more than one teacher teaching a humanities unit in a similar way or with comparable content. Furthermore, there were no published humanities tests suitable for what our teachers were teaching and practically nothing available in the humanities per se. Should we have located or created tests in the humanities that were suitable for use with the few teachers who taught humanities courses, there was no basis for judging the meaning of score changes that might have occurred *because* a teacher had been teaching her humanities course in a values education context.

b) In the area of cognitive skills development personal observations and review of videotaped classroom sessions did provide evidence of some differences in teaching styles from traditional classes in the social studies and literature. The teachers asked more questions; they did not answer them. "What do you think?", "Why?", or "How do you feel about the decision?" were characteristic teacher inputs. Pupils appeared more thoughtful and reflective in what they had to say; they also appeared more intent on listening respectfully to what other members of the class thought or felt. Efforts to collect writing samples were sporadic and rather fruitless. Too many uncontrolled variables were operating to make pre- and post- comparisons meaningful.

c) Efforts to measure ethical reasoning ability (following primarily the Kohlberg cognitive moral developmental model) were felt to be spurious or factitious because of the many unresolved criticisms of the measurement instruments used, the lack of controls for such factors as age, sex, ability groupings, the frequency of moral education learning activities, the length or duration of sessions, the content of the activities, the methods of teaching used, and the failure to ever ask the teachers to clarify or state which of the several theories of values education they were following or using when teaching a values education unit. The tests used may have been designed to measure level or stage changes according to the Kohlbergian moral development theory but teachers were never identified as teaching to that particular theory. When asked in interviews at the end of the fourth year of the project which theory they preferred, the majority of teachers declared for an eclectic approach.

Student outcomes as reported by pencil and paper tests did appear generally favorable; posttest scores showed gains and generally followed the pattern of limited norming data available.

Students appeared to receive considerable practice in role playing, weighing situations from other people's points of view, answering "why" questions, and "What if. . ." situations or dilemmas, choosing the greater good, the lesser evil, examining and discussing problems related to conflicting laws, duties, regulations, etc.

7. The design, organization and management of the Ethical Quest project are the last areas to be examined in this evaluation. They were critically important in determining outcomes. Since there was no model for the project to follow, it had to rely on the best guesses the combined judgment of NEH, SPI and the Tacoma Public Schools could come up with. The Tacoma project was the first districtwide project that attempted to work in all grades kindergarten through the twelfth grade, in four subject areas simultaneously and that aimed to engage more than 200 teachers in its period of development.

The Ethical Quest project did essentially complete or achieve several of its objectives, i.e., producing subject materials, teacher training guidebooks and procedures, disseminating its output broadly, as well as creating an awareness of values throughout the district and the curriculum. However, in several other ways the project had limited successes or failed to meet some of its objectives. The local Citizens Advisory Committee to the project was never called to meet again after the first six or seven months of its existence. An effort to correct this the last year was dropped when the superintendent and his associates decided it was not feasible to reconstitute the body after such a long time of uninvolvement in the project. The lack of validated instruments to measure student moral development or change created a major gap in the evaluation of student behavior or outcomes.

The design that called for an imbedded values curriculum in the regular ongoing school program seemed wise at the beginning, but it proved to make more precise measures of outcomes later, more difficult if not impossible. Uncontrolled variables such as time, frequency, and content of values activities made a naturalistic inquiry model the only feasible way to report happenings; there was little that was standardized in the way of classroom activities.

The organizational plan called for the first group of trained teachers in the Ethical Quest project to become the models and trainers of succeeding groups of teachers to enter the program. This worked to a degree but reports from some of the third and fourth year teachers to enter the project suggested they felt left out, not considered as important as the trainee group, less frequently visited or assisted by the director or resource coordinator, and in general, only peripherally involved. From their interview comments they reportedly received the least and consequently gave the least to the project. They did not feel they were the beneficiaries of a refined, shortened, intensified training program that originally was thought would occur.

The 178 staff trained the fifth and final year (1979-80), were recipients of a short and intensified training program. The limited funds remaining the final year determined the parameters for this effort to meet or surpass our agreed upon objective of training 225 or more teachers during the course of this five-year, NEH funded project. By the end of the fourth year only 66 teachers had been involved in values education training and 14 of them left the program after a year or less of participation. The quadrupling of the number of participants during the fifth and final year was important if the proposal objective of 225 or more trainees was to be met.

In the original proposal (1974), all 2100 Tacoma teachers were going to become involved in values education. The 1976 continuation proposal reduced this number to a total of 225 teachers to be trained. The former director and resource coordinator have stated more than once in quotations used in this report that NEH advised them to cut back the number of participants to less than 90 people when they were in charge of the program. No such correspondence has been uncovered from NEH to substantiate this claim. Paul Nash, Boston University consultant used early in the project, did note in his correspondence of November 7, 1975, "that it would be absurdly ambitious to expect (the program) to produce 2100 similarly trained teachers in 3 years. It would make sense to reduce the ambitious scale of the initial project to a more modest level, so that the quality of training will be maintained."

Financially, the Ethical Quest was originally expected to be a $1.2 million program. NEH was to provide $565,000; SPI was to provide $300,000; and the Tacoma School District was to put in $327,000 (taken from p.56, Ethical Quest Proposal, Nov. 1, 1974). When the program officially ended, August 29, 1980, the amounts actually expended by these three sources for the five years of the project, were: from the National Endowment for the Humanities, approximately $498,500; from Washington State's Superintendent of Public Instruction, none; from the Tacoma Public Schools, approximately $12,300. The fact that funds expended over the five year period were less than half that originally expected to finance the project probably accounts for some of the marked reduction in staff originally served by the program, for the decision not to hire any of the recorder-reporter personnel originally proposed for employment, and for the decision to hire the evaluator at .4 time instead of the budgeted .75 as proposed in the Continuation Proposal dated November 1, 1976.

It should be noted that the original $1.2 million proposed in 1974, became, by the time the November 1976 Continuation Proposal was written, a commitment of about $500,000 from NEH, $311,036 from the Tacoma schools, and an SPI agreement only "to make information about the project available to any district in the state requesting it." The State of Washington put no hard cash into the project and the Tacoma schools put in less than $15,000. Between them they originally offered more than $600,000 in support of the program.

In conclusion, there were several other activities mentioned in the first and second proposals, activities that were supposed to occur but did not. Winston Press of Minneapolis did not become the publisher of materials generated by the Ethical Quest project. No filmmaker has sought out and produced films based on the work of this project, nor has the Tacoma School District's television station decided to make any videotapes about the project. Proposed use of Selman-Byrne's measure of role-taking ability and of James Shaver and Milton Meux's measures of analytic moral reasoning never occurred.

Conclusions

The City of Tacoma and its schools are richer communities as a result of "The Ethical Quest in a Democratic Society" having been made these past five years. The Ethical Quest produced new levels of concern for the valuing process that we human beings are engaged in most of the time. If human beings are properly described as *value-creating, value-choosing, value-pursuing* creatures, then the labor of many people and the expenditure of half a million dollars in pursuit of new levels of valuing awareness, knowledge, attitudes and behavior has been not only timely and appropriate but as *basic* as any educational activity can be. Valuing behavior leads us to, and motivates, most all other learning behavior. Our values, like religion, philosophy and poetry, help us decide *why* life is worth living while scientific knowledge and technical know-how tend to serve us by telling us *how* to live.

The problems that arose during the 1960's and early 1970's and were noted as reasons why an Ethical Quest ought to be made by schools to help prevent such future human errors, and hopefully, develop more *ethical* citizens, many of those problems have been solved. However, a host of new, difficult, and even more complex issues have arisen to challenge the next generation. The funding for Tacoma's Ethical Quest has come to a close, but there is no doubt the need for the Ethical Quest will go on indefinitely.

It is unfortunate the Tacoma School District and the state office of the Superintendent of Public Instruction did not see fit to provide funds for this project at or near levels in keeping with their original commitments to the project. There is evidence this lack of financial support did disrupt the flow of the program and divert its implementation away from the original design in some important ways.

The emergent style of the Tacoma values project carried out on a districtwide basis and involving almost 250 teachers, did succeed in identifying and creating curriculum materials that have been judged useful by educators in and out of the Tacoma School District. At the same time, the emergent model followed left some things to be desired. The usual measurement techniques to judge pupil performance were less appropriate, or inappropriate, because the practices being tried were so idiographic, so one-of-a-kind. Also, the encouragement given to delay evaluative procedures till the third and fourth years of the project tended to build in an expectation on the part of staff participants that monitoring and evaluating practices were really not important.

A more directed, specified, sequenced approach to a program of this nature, led by teachers who were asked to choose which of several values education theories they were going to be working with for a specified time period, would have permitted and facilitated a more definitive examination and evaluation of each theory, its methods, materials, evaluation instrumentation, and pupil outcomes.

The time allocated for employment of an evaluator for this project was quite inadequate to accomplish the objectives set forth in the project proposal. If for no other reason, the dollar amount involved in this project, originally $1.2 million, justified more than four tenths (.4) of the time of one evaluator.

The Ethical Quest project did put together elements of a teacher training package that were used this past year to quadruple the number of Tacoma teachers introduced to values education the first four years of the project. The training package that was being developed did not get drawn together as cleanly or tightly as might be desired due partly to the rather abrupt departure of the director and resource coordinator a year before the project ended.

The failure to make regular, systematic use of the Citizens Advisory Committee after the first seven months was regrettable. There were roles this committee was assigned that were not performed but could have been very helpful in the overall development of the project.

Drs. Paul and Mary (Dockstader) Sullivan, the former director and resource coordinator for this project (1976-79), concluded their report to the district and to NEH with these words:

> Moral education can go on in an urban public school environment despite the crisis of confidence that schools are experiencing. Moral education has always gone on in the schools. The content of the curriculum and the interaction of people in the school building make this unavoidable.
>
> Is it better for schools and teachers to avoid the important moral questions or to deal with them haphazardly, than it is to acknowledge those questions as a central part of the educational experience? Certainly there is a danger that teachers (or schools) will simply indoctrinate students with specific sets of beliefs. But it is naive to assume that this will not occur if we do not have programs which focus teacher attention on these issues. In fact, we believe that the danger of indoctrination is substantially greater if teachers and administrators do not learn how to deal effectively, and justly, with moral issues.

With the writing of this final report the Ethical Quest project is formally concluded. The expanded values education library, the new videotape collection, the teacher created publications, and especially the trained teachers, will continue as enriching resources to teach other children and train additional staff how to become better valuing persons. Hopefully, the option the Tacoma district has chosen for the future, i.e., to return the Ethical Quest project to those departments and staff handling the more traditional curricular areas--language arts, social studies, humanities and health--will not see the significant, new aspects of moral/ethical education buried. Rather, let us hope these seeds of moral concern will germinate and flourish to become enhancing features of an improved curriculum that helps to draw the whole human family closer together. The children and youth of the world did not get to choose the time or place in which they were born, but the adults living today, whether they like it or not, do have it within their power to make this truly *one world or none. This is a value question overshadowing all others.*

APPENDICES

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SAMPLES OF STUDENT AND STAFF TESTING

RESULTS OF DEFINING ISSUES TEST

Administered to Foss Students, Spring 1977

Those Foss students enrolled in courses taught by teachers participating in the Ethical Quest in a Democratic Society project took the Rest Defining Issues Test (DIT) in the spring of 1977. The DIT is an experimental test designed to measure moral judgement. These moral judgment scores are not ratings of a person's worth, loyalty, kindness or personality, but are estimates of sophistication and adequacy of thinking according to Kohlberg's theory of moral development.

Although several scores maybe derived from the DIT, the test's author suggests that the most reliable index is the "P" score, or score of principled thinking. Thus, results of this administration of the DIT will be reported in terms of P scores, which may be interpreted as "the relative importance a subject gives to principled moral considerations in making a decision about moral dilemmas."[1]

Of the 197 students (ages 15 to 18, grades 10, 11, 12) who took the test, only three answer sheets were discarded as invalid. Each of the three responses had resulted in 0 scores for all categories. The results below are based on the 194 useful responses. The mean P score for the group was 27.6, with a standard deviation of 13.5. There was apparently no significant difference of scores between the sexes, nor between age groups. For comparison purposes, Rest reports the mean P score of a group of lower-middle class 9th graders from inner city Midwest schools to be 22.7, and that of high school juniors in a public urban Midwest school to be 36.0. The average P score of 161 students at a southern U.S. college was 24.5; whereas most college scores were in the 40's or higher, suggesting that there are regional differences in moral judgment as measured by this test. No Northwest scores are presented for comparisons; therefore, comparative statements cannot be made with any degree of confidence.

The scores of the students at Foss ranged from 3.3 to 65. The highest possible score on the test is 95. Fig. 1a presents the distribution of scores, and shows that most of the students scored around the mean, with a few scoring much higher; approximately 5% scored above 50. When one considers that the mean scores for college students are in the mid 40's, this distribution takes on new meaning. Fig. 1b presents the distribution of grouped scores, which permits one to see better the shape of the distribution. It can be seen that the distribution is positively skewed, suggesting that the bulk of scores is below the center of the score range.

It is important to remember that the DIT represents only one measure of a theory of moral development. The scores cannot be said to indicate more than the students' positions on a scale related to that theory. Rest has presented data which suggests that higher scores are associated with adults who have received specific ethical training and that there is a developmental progression from high school through college to the point of specialized graduate training in ethics.

---

[1] Rest, James. A Manual for the Defining Issues Test, unpublished

IRM/dz
5/13/77

Figure 1a

DISTRIBUTION OF P-SCORES FOR

FOSS STUDENTS 1977

N = 197

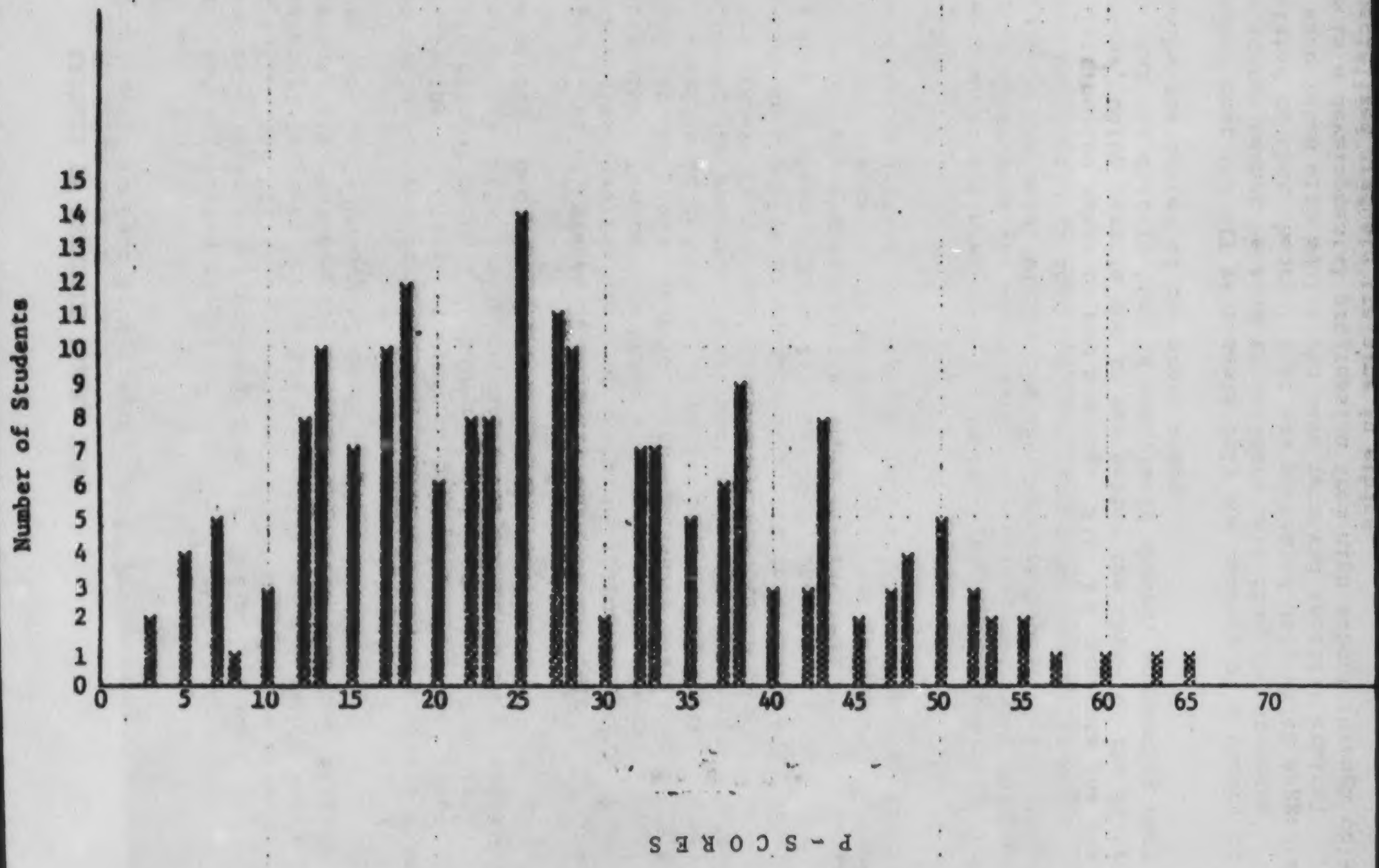
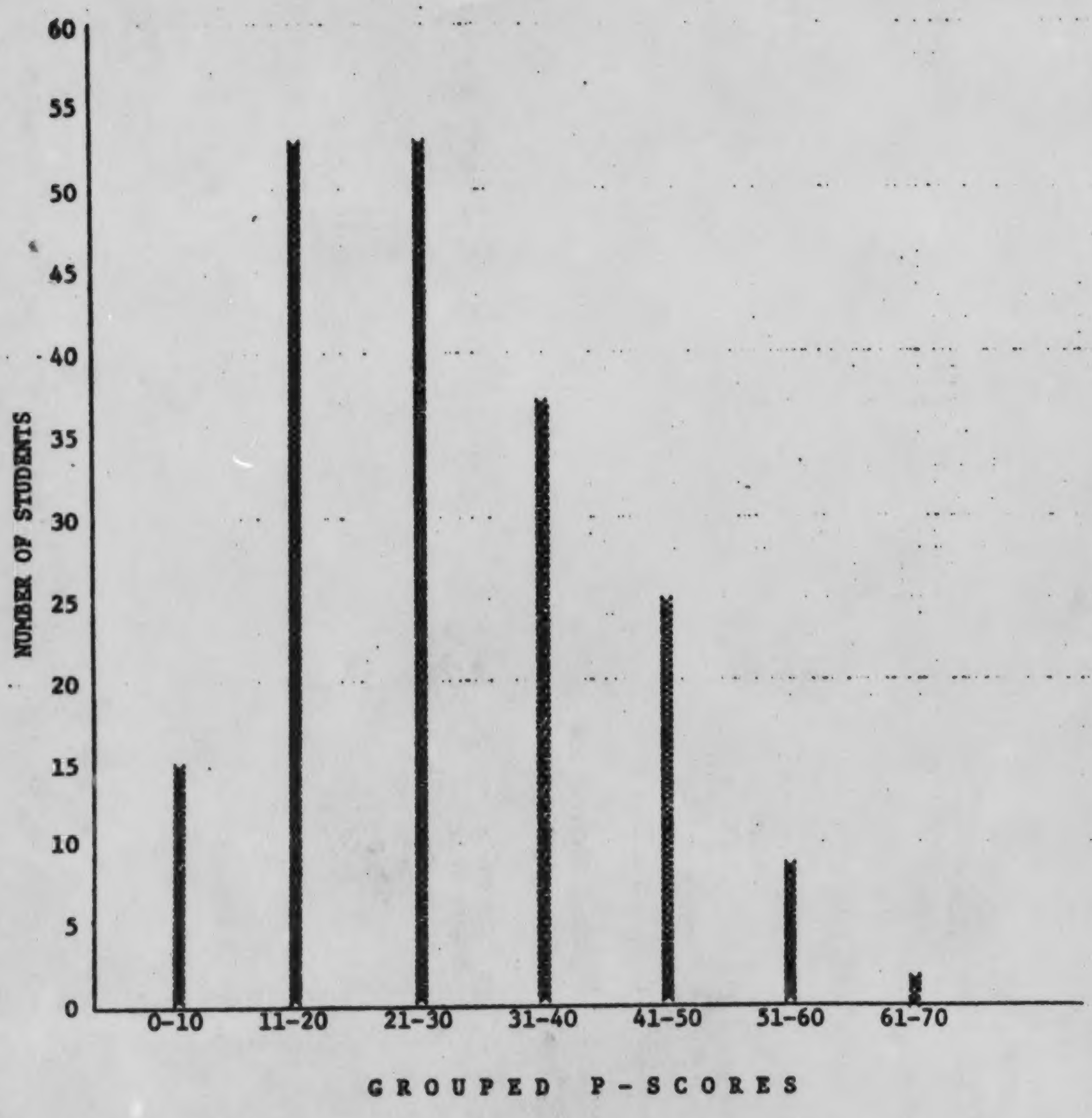


Figure 1b

GROUPED DISTRIBUTION OF P-SCORES FOR FOSS STUDENTS, 1977

N = 197



TACOMA PUBLIC SCHOOLS

ETHICAL QUEST

Junior High School

OFFICE OF RESEARCH AND EVALUATION

TEACHER: English & Journalism

TEST: DEFINING ISSUES TEST - J. Rest

PERIOD 3. Eighth Grade
English

PRE-TEST DATA
3-78

14 boys 10 girls = N 24
Mean = 28.75
Median= 29.29
Mode = 30.00
S.D. = 12.27

Ages: f
13 - 13
14 - 11

t = .0074 n.s.

POST-TEST DATA
6-78

5 boys 9 girls = N 14
Mean = 30.00
Median = 30.00
Mode = 30.00
S.D. = 12.40

Ages: f
13 - 5
14 - 8
? - 1

PERIOD 7. Eighth & Ninth Grade
Journalism

7 boys 8 girls = N 15
Mean = 42.00
Median= 40.00
Mode = 40.00
S.D. = 11.46

Ages: f
14 - 9
15 - 6

t = .13913 n.s.

6 boys 8 girls = N 14
Mean = 45.00
Median = 47.50
Mode = 50.00
S.D. = 14.01

Ages: f
14 - 2
15 - 12
? - 1

CONTROL GROUP
PERIOD 2. Ninth Grade
English

Ages: f
14 - 1
15 - 11
16 - 2
? - 1

7 boys 8 girls = N 15
Mean = 31.33
Median = 35.63
Mode = 40.00
S.D. = 11.25

(Compared with 7th Period Journalism Class POST-TEST DATA)

t = 61.9054 Significant at .001

LWH/ 2-9-79

TACOMA PUBLIC SCHOOLS

OFFICE OF RESEARCH AND EVALUATION

ETHICAL QUEST

Junior High

TEST: DEFINIMG ISSUES TEST - J. Rest

TEACHER: English

PRE-TEST DATA
3-78

PERIOD 1. Eighth Grade
"Language Communication"

8 boys 10 girls = N 18
Mean = 20.00
Median = 20.00
Mode = 20.00
S.D. = 7.67

Ages: f
13 - 6
14 - 12

POST-TEST DATA
6-78

8 boys 6 girls = N 14
Mean = 26.43
Median = 27.86
Mode = 30.00
S.D. = 9.29

Ages: f
13 - 2
14 - 10
15 - 2

t = 2.08
Significant at .05 level

PERIOD 4. Seventh Grade
"Communication Skills"

Pre-test:

9 boys 4 girls = N 13
Mean = 25.38
Median = 28.00
Mode = 30.00
S.D. = 11.98

Ages: f
13 - 9
14 - 3
? - 1

Post-test:

11 boys 5 girls = N 16
Mean = 26.25
Median = 23.75
Mode = 20.00
S.D. = 9.57

Ages: f
13 - 8
14 - 7
? - 1

t = 0.21
n.s.

LWH/1-12-79

ETHICAL QUEST

Test: DEFINING ISSUES TEST (DIT) - J. Rest

	N	1-10-79 Pre-Test	N	4-1-79 Post-Test	Total N
Junior High School 9th Grade Social Studies					
3rd Period					
Mean Principled Score	24	20.5	21	36.0	45
Standard Deviation		12.8		11.3	
Male - Mean Principled Score	14	20.1	12	36.1	
Female - Mean Principled Score	10	21.0	9	35.9	
t = 4.181 Significant at the .01 level					
4th Period					
Mean Principled Score	22	19.6	22	33.7	44
Standard Deviation		8.3		7.5	
Male - Mean Principled Score	11	20.3	8	35.6	
Female - Mean Principled Score	11	18.9	14	32.6	
t = 5.776 Significant at the .01 level					89
High School 11th Grade Social Studies					
2nd Period					
Mean Principled Score	28	20.1	29	36.1	57
Standard Deviation		9.2		13.3	
Male - Mean Principled Score	16	19.1	15	32.8	
Female - Mean Principled Score	12	21.5	14	39.8	
t = 5.171 Significant at the .01 level					
3rd Period					
Mean Principled Score	34	23.6	28	29.9	62
Standard Deviation		12.6		13.6	
Male - Mean Principled Score	14	24.8	13	27.1	
Female - Mean Principled Score	20	22.8	15	32.3	
t = 1.859 Not significant					119

Results By Sex

	Total DIT Test Population	Mean Principled Score
Male	103	26.4
Female	105	28.1
	208	

(No Significant Difference)

Results By Age Group

Age	N	Mean Principled Score
14	31	24.1
15	53	29.1
16	72	25.9
17	45	30.0
18	7	24.3
	208	

(No Significant Difference)

LWH/7-79

ETHICAL REASONING SCALE (Short Form)

by A. Sullivan

Report for Group Data

Returns for Junior High School - 3 Classes

TOTAL TEST

STAGE:	①	②	③	④	⑤	TOTAL TEST	BY SEX Male	BY SEX Female
NO. OF ITEMS:	12	13	9	10	10	27		
Number	65	65	65	65	65	65	34	31
Mean	5.15	6.05	4.62	6.03	4.91	14.26	14.21	14.32
Std. Dev.	1.98	1.96	1.58	1.83	1.83	3.34	3.36	3.37
Highest Sc.	9	10	8	9	9	23	23	23
Lowest Sc.	1	1	1	2	2	9	9	10
Std. E. of M.	1.57	1.63	1.35	1.36	1.45	2.42	2.43	2.41

4TH PERIOD

	①	②	③	④	⑤	TOTAL TEST
Number	24	24	24	24	24	24
Mean	6.17	6.29	4.67	5.17	4.54	12.88
Std. Dev.	1.66	1.94	1.37	1.79	1.59	3.10
Highest Sc.	9	9	7	8	8	19
Lowest Sc.	3	2	2	2	2	9
Std. E. of M.	1.65	1.63	1.38	1.38	1.46	2.44

6TH PERIOD

	①	②	③	④	⑤	TOTAL TEST
Number	22	22	22	22	22	22
Mean	4.82	5.95	4.41	6.27	5.14	14.59
Std. Dev.	2.02	1.86	1.53	1.75	1.96	3.14
Highest Sc.	8	10	8	8	9	23
Lowest Sc.	1	1	1	2	2	10
Std. E. of M.	1.48	1.60	1.32	1.34	1.37	2.36

3RD PERIOD

	①	②	③	④	⑤	TOTAL TEST
Number	19	19	19	19	19	19
Mean	4.26	5.84	4.79	6.84	5.11	15.63
Std. Dev.	1.82	2.17	1.90	1.57	1.97	3.34
Highest Sc.	8	10	8	9	9	23
Lowest Sc.	1	2	2	4	2	9
Std. E. of M.	1.55	1.58	1.29	1.33	1.47	2.39

Std. Dev. = Standard Deviation

Sc. = Score

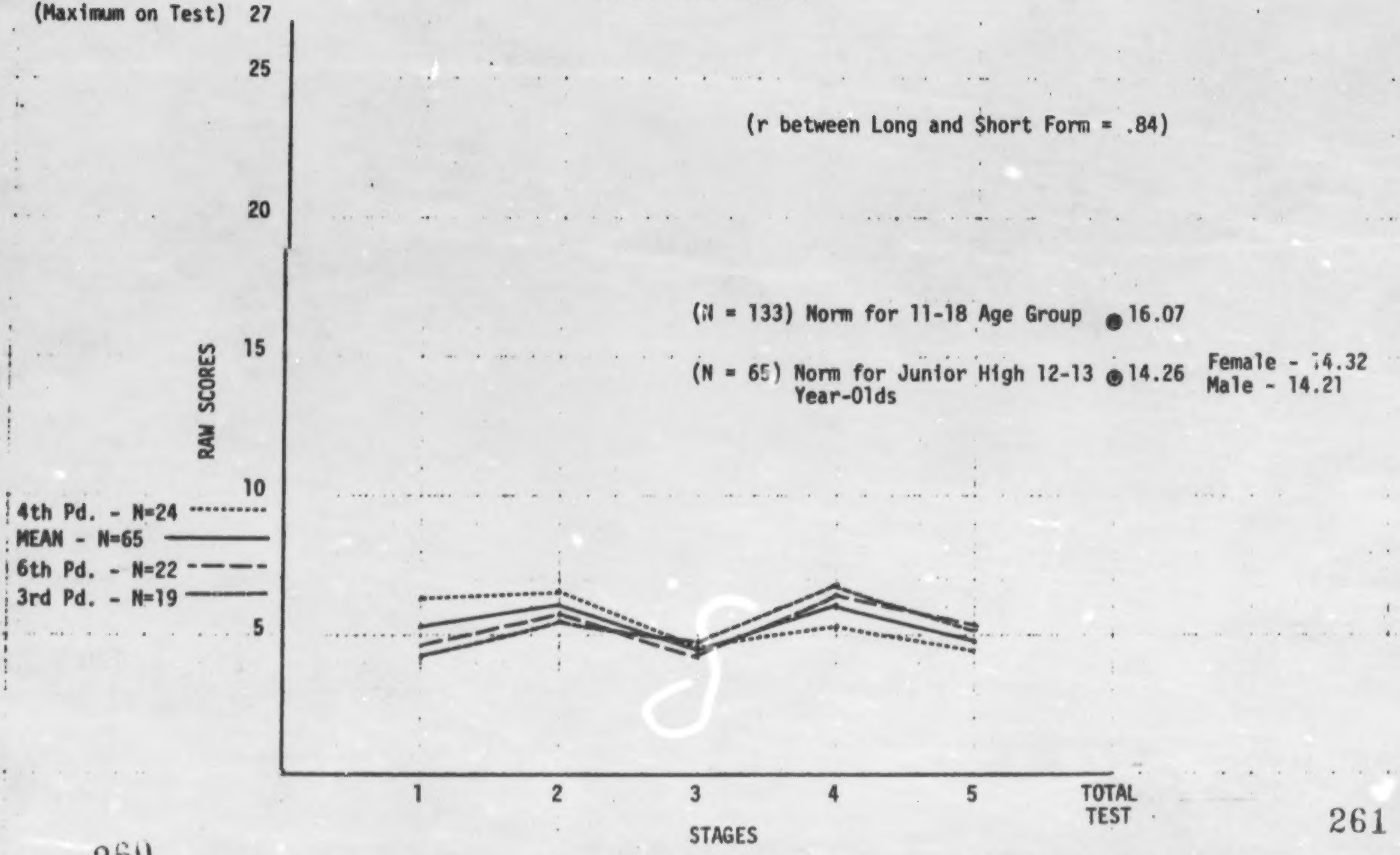
Std. E. of M. = Standard Error of Measurement

LWH/3-79

ETHICAL REASONING SCALE - Short Form

by A. Sullivan

JUNIOR HIGH SCHOOL



No. of Items 12 13 9 10 10

[redacted]LWH[redacted]9 [redacted] [redacted]eac[redacted]age[redacted]

TACOMA PUBLIC SCHOOLS RESEARCH AND EVALUATION

IMPORTANT CONSIDERATIONS SURVEY

Burnham and Associates
Level 2 Form 78FC

JUNIOR HIGH SCHOOL
7th Grade Health --

Leonard Holden, Evaluator
Ethical Quest Project

Pre- and post-test data were provided on 52 girls and 42 boys. Pre-tests were given on February 21, 1978, and post-tests on May 18, 1978. The test consists of four moral dilemma type stories.

	BOYS (N=42)	GIRLS (N=52)
Pre-test Mean	213.5	227.7
Post-test Mean	225.8	227.8
r	.343	.559
t[1]	1.997 *(approaches significance at the .05 level--2.021)*	.016 *(n.s.)*

COMPARISON OF BOY AND GIRL PRE-TEST SAMPLES

	N	$\bar{X}$
BOYS	42	213.5
GIRLS	52	227.7

D.F. = N-2 = 90 t[2] = 1.958

(significant at .05 level)

(2 boys and 2 girls had unusable, incomplete data on both tests; 8 boys had pre-tests only; 6 boys had post-tests only; 8 girls had pre-tests only; 7 girls had post-tests only)

The number of forced choice options available for each story judged as to stage level are reported below:

		STAGES: 1	2	3	4	K
Story I	"Teammates"	3	3	3	1	2
Story II	"The Overdose"	3	3	3	1	2
Story III	"Class Sale"	3	3	3	1	2
Story IV	"Rock Concert"	3	3	3	1	2

	ICS FORM A Tentative Norms			OUR FORM 78FC Norms		
Grade	Females	Males	Mean	Females (N=52)	Males (N=42)	Mean
7	260	253	257	228	214	221.4
				228	226	226.9
8	263	256	260			
9	271	267	269			
10	281	276	279			
11	290	283	287			
12/13	315	312	314			

Form A sex differences in favor of girls showed up as significant at .05. Our Form 78FC results on a boy-girl pre-test comparison also favored girls at the .05 level.

The authors noted that "Indications, from an analysis of grade 7 scores only, are that norms for Form 78FC will be scaled much lower (than Form A)." Our data supports that contention.

LWH/jh 8-30-78

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[1] *t-test for significance of difference between two sample means*

[2] *t-test for significance of difference between two unrelated sample means*

WHITTIER ELEMENTARY SCHOOL

"PIERS-HARRIS" TEST

Control Grp.

10/10/77 (Pre-test)			6/14/78 (Post-test)		
Raw Score	Percentile	F*	RawS	P	F*
73	96	1	73	96	2
72	95	3	72	95	1
71	94	1	71	94	1
70	93	1			
69	91	1	69	91	1
66	85	1	68	89	1
64	79	2	66	85	1
62	74	1	64	79	1
61	71	1	61	71	1
60	69	2	60	69	2
57	60	2	47	33	1
54	52	1			
Sum of Raw Scores = 1153			784		
Number of students = 18			12		
Mean Raw Score = 64.1			65.3		
Percentile = 79			82		

Experimental

10/10/77 (Pre-test)			6/14/78 (Post-test)		
Raw Score	Percentile	F*	RawS	P	[illegible]
73	96	1	78	99	3
71	94	1	74	97	[illegible]
70	93	1	72	95	1
69	91	2	71	94	[illegible]
67	87	1	69	91	1
65	82	2	68	89	[illegible]
64	79	1	62	74	1
61	71	2	61	71	[illegible]
60	69	1	55	55	[illegible]
59	66	1	53	49	[illegible]
54	52	2	51	44	[illegible]
51	44	1			
45	29	1			
39	18	1			
Sum of Raw Scores = 1097			1005		
Number of students = 18			15		
Mean Raw Score = 60.9			67.0		
Percentile = 71			87		

Sum of Raw Scores For Both Classes:		
Pre-test Scores:	2250	
Post-test Scores:		1789
Mean Raw Score:		
Combined Pre-tests	62.5	
Combined Post-tests		66.3
Combined Pre-test Percentile	77	
Combined Post-test Percentile		85

LWH/bt 8/28/78

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ELEMENTARY SCHOOL

"PIERS-HARRIS" TEST

"Red Team No. 3"

(Pre-test)			(Post-test)		
Raw Score	Percentile	F*	Raw Score	Percentile	F*
73	96	1	68	89	2
67	87	1	65	82	1
66	85	1	63	77	1
65	82	1	60	69	1
64	79	1	59	66	1
62	74	1	56	57	1
59	66	1	55	55	2
53	49	1	46	31	3
52	46	1	40	20	2
51	44	2	38	17	2
48	36	1	37	15	1
47	33	1	29	7	1
45	29	1	20	2	1
44	27	1			
30	8	1			

Sum of Raw Scores	= 877	929
Number of students	= 16	19
Mean Raw Score	= 54.8 = 55 percentile	48.9 = 38 percentile
S.D.	= 8.7	10.9

F* = Frequency or number of students

Research and Evaluation

LWH/bt
11/18/77

ELEMENTARY SCHOOL

"PIERS-HARRIS" TESTS

10/26/77

EXPERIMENTAL

GRADE 6	10/77 Pre	6/78 Post
Number of students	20	22
Male	12	14
Female	8	8
Mean raw score (percentile)	56.5 (60)	56.8 (60)
Male mean raw score	57.3	58.9
Female mean raw score	55.4	53.9
Range total (raw score)	28-72	33-74
Male	28-72	36-74
Female	39-66	33-70

CONTROL

GRADE 6	10/77 Pre	6/7 Pos
Number of students	21	18
Male	11	11
Female	10	7
Mean raw score (percentile)	56.1 (57)	55 (55)
Male mean raw score	58.5	58
Female mean raw score	53.5	48
Range total (raw score)	20-77	36-80
Male	42-77	38-
Female	20-71	36-67

LWH
8-78

COMA PUBLIC SCHOOLS OFFICE OF RESEARCH & EVALUATION

ETHICAL QUEST STAFF RESPONSES

Ranking of Values (Ends)
(VALUE SURVEY - Milton Rokeach)

Norm (N=61*)	Overall Ranking (N=31)**	Values	By Sex: Female (N=20)	By Sex: Male (N=11)	By Length in Ethical Quest Project: OLD ** (N=11)	By Length in Ethical Quest Project: NEW (N=20)
6	1	Self-Respect	2	1	3	1
3	2	Freedom	3	2	2	4
9	3	Inner Harmony	1	11	1	3
2	4	Wisdom	5	3	4	2
1	5	A World at Peace	4	13	5	7
11	6	Mature Love	6	6	7	6
4	7	A Sense of Accomplishment	7	4	6	8
5	8	Family Security	8	7	9	5
10	9	Happiness	9	9	11	9
8	10	True Friendship	10	5	12	10
7	11	Equality	11	12	13	11
12	12	A World of Beauty	12	10	8	12
14	13	An Exciting Life	13	8	10	13
18	14	Pleasure	15	14	14	15
15	15	A Comfortable Life	18	15	15	17
13	16	National Security	14	16	16	14
16	17	Social Recognition	16	17	17	16
17	18	Salvation	17	18	18	18

hical Quest Staff Workshop - 6/77

*College Graduates/Professionals

**achers in Ethical Quest Project; OLD=11 in program over a year; NEW=20 just entering program.

DWH/js

Ranking of Values (Means)
(VALUE SURVEY - Milton Rokeach)

Norm N=61*	Overall Ranking (N=31)	Values	By Sex: Female (N=20)	Male (N=10)	By Length in Ethica Quest Project: OLD (N=11)	NEW (N=20)
12	1	Loving	1	9***	4	1
2	2	Responsible	2	8	8	2
1	3	Honest	3	5	2	3
3	4	Broadminded	6	1	7	4
6	5	Forgiving	4	6	6	5
4	6	Courageous	5	3	1	6
7	7	Independent	8	4	5	7
11	8	Intellectual	7	2	3	10
8	9	Helpful	10	11	10	11
15	10	Cheerful	9	13	9	13
9	11	Capable	12	10	11	12
14	12	Logical	13	12	13	8
13	13	Self-Controlled	11	14	14	9**
10	14	Imaginative	14	7	12	15
5	15	Ambitious	15	16	15	14
17	16	Polite	16	15	16	16
16	17	Clean	18	17	17	18
18	18	Obedient	17	18	18	17*

Ethical Quest Staff Workshop - 6/77

***Probability = .008 (eight out of a thousand) - Derived from Median Test for K Independent Groups (Siegel, 1956)
**Probability = .016 (less than 2 out of a hundred)
*Probability = .017 (less than 2 out of a hundred)

*College Graduates/Professionals

LWH/js
9/20/77

(Elementary)

NAME____________________

DATE Monday Dec. 4, 1978

RUNAWAY SLAVES

1. WAS IT RIGHT FOR THESE PEOPLE TO HIDE THE RUNAWAY SLAVES? SHOULD THEY HAVE HELPED THEM TO ESCAPE EVEN THOUGH IT WAS AGAINST THE LAW? WHY AND WHY NOT?

Yes it was right to use
the runaway slaves because
people should not own slaves.
And because they should have
not help the runaway slaves
is that they could go to jail
yes because of people shouldint
work for people and not
get pay.
and why people shouldint
help ~~people~~ escape so they get
caught and go to jail.

NAME

DATE Dec. 4, 1977

RUNAWAY SLAVES

1. WAS IT RIGHT FOR THESE PEOPLE TO HIDE THE RUNAWAY SLAVES? SHOULD THEY HAVE HELPED THEM TO ESCAPE EVEN THOUGH IT WAS AGAINST THE LAW? WHY AND WHY NOT?

Yes they should help them to escape if they did not believe in slaves.

It was not rigt for them to help them becaues it's braking the law.

NAME____________________

DATE 12-6-78

RUNAWAY SLAVES

2. JOAN DAVIS WAS A WOMAN WITH A HUSBAND AND FOUR CHILDREN. SHE WAS ASKED TO HIDE SLAVES. WHAT SHOULD SHE HAVE DONE? WHY? IF SHE DISOBEYED THE LAW SHE MIGHT HAVE BEEN PUT IN JAIL. WHAT WOULD HAPPEN TO HER FAMILY IF SHE WENT TO JAIL?

No, she shouldn't hide slaves because if she did she might be put in jail. If she was put in jail she couldn't take care of her family. She should tell the slave to ask someone else.

NAME____________________

DATE D 6, 1978

RUNAWAY SLAVES

2. JOAN DAVIS WAS A WOMAN WITH A HUSBAND AND FOUR CHILDREN. SHE WAS ASKED TO HIDE SLAVES. WHAT SHOULD SHE HAVE DONE? WHY? IF SHE DISOBEYED THE LAW SHE MIGHT HAVE BEEN PUT IN JAIL. WHAT WOULD HAPPEN TO HER FAMILY IF SHE WENT TO JAIL?

If she was aganst slavery and wasn't afraid of disoboing the law she should do it.

And if she wente to gail her family might also be put in jail with her.

And her children could be sold away from her and become slaves.

But if she was for slaves she could rat on the people who were helping the slaves excape. and put them and there famly in jail in stead of getting her family in truble with the other slave oners.

THE
END

NAME

DATE [illegible] 6, [illegible]

RUNAWAY SLAVES

2. JOAN DAVIS WAS A WOMAN WITH A HUSBAND AND FOUR CHILDREN. SHE WAS ASKED TO HIDE SLAVES. WHAT SHOULD SHE HAVE DONE? WHY? IF SHE DISOBEYED THE LAW SHE MIGHT HAVE BEEN PUT IN JAIL. WHAT WOULD HAPPEN TO HER FAMILY IF SHE WENT TO JAIL?

If I were her I would tell the slaves
to go out to the barn and hide
and when the people get here
I will tell them that there is
knowone here except my children
because my husband got a
new job yesterday. You can
even come in and check the
whole house but not the kids
room because they are asleep
and I do not want them
to wake up.

The End

NAME ______

DATE Wednesday Dec 6, 19

RUNAWAY SLAVES

2. JOAN DAVIS WAS A WOMAN WITH A HUSBAND AND FOUR CHILDREN. SHE WAS ASKED TO HIDE SLAVES. WHAT SHOULD SHE HAVE DONE? WHY? IF SHE DISOBEYED THE LAW SHE MIGHT HAVE BEEN PUT IN JAIL. WHAT WOULD HAPPEN TO HER FAMILY IF SHE WENT TO JAIL?

She should'nt have hid the runawayslaves at her house but at someone else's house so know would know. And if she did hide the runawayslaves and got caught she would have to asked some one elses to watch her family. also some one elses might go to jail with her.

NAME____________________

DATE December 14, 1978

RUNAWAY SLAVES

3. IF YOU WERE JOAN DAVIS WHAT WOULD YOU HAVE DONE? WHY?

If I was Joan Davis I would have hid the slaves. America's laws were stupid. I would have freed those slaves because theywould have been some peoples servants. Back then, all white people who had slaves were lazy. I would have set those slaves free because it was a pitiful and discusting sight. I would have dun it because the black people should have been treated like humans and not like animals.

Elementary

NAME__ __________

DATE 12-15-78

RUNAWAY SLAVES

4. IF JOAN DAVIS WERE CAUGHT SHOULD SHE BE PUNISHED FOR HER ACTIONS? WHY OR WHY NOT?

They should take a vote on it, if they have a hard time diciding to punish her or not. But I think she should be punished because she broke the law.

It might depend on how serious of a defence it was then. Or if they put women in jail.

(Secondary)

The Brownsville Raid

The meaning of prejudice in the dictionary is as follows: "a judgment or opinion formed before the facts are known; a judgment or opinion held in disregard of facts that contradict it." In my own opinion I feel that prejudice means to pre-judge someone, to have your feelings about them made up before you even know them, just by what other people may say or how they look and act. For example, there may be a student at school who doesn't dress as nice as you or who acts differently, and you don't want to get to know them because they seem weird. So you ignore them and treat them unkindly even though you haven't taken the time to get to know them. That's what I call being prejudiced.

In the Brownsville Raid, there were many examples of prejudice shown. Major Blockson was one of the officers who really showed prejudice. Mingo, the black Sergeant, tried to prove that his men didn't do it, but Blockson wouldn't listen to him. He had his mind made up that they would be found guilty and he didn't care to hear about anything opposite to his decision.

Another person in the play who really played a big part in the final decision was Theodore Roosevelt, the President. He was the chief commander in charge over all the army. He had his mind made up that the Brownsville Raid was to be blamed on the black soldiers, even before he heard any of the story. I feel like this is real prejudice because these men wouldn't even study the evidence. They just decided they really didn't care if the soldiers were guilty or not so they discharged the whole 25th Infantry, without honor.

The main cause of prejudice in the Brownsville Raid was the political side. All the white officers were after a higher position in the army and they didn't want anything to interfere with this. If one of the officers didn't obey the order of the higher officer, (which order was to find the guilty party in the 25th Infantry, or discharge without honor all the men) he could be court martialed. All these officers were seeking after a higher position and nothing would stand in their way of getting a higher position. As a result of this, the whole 25th Infantry was discharged without honor.

Prejudice is very hard to overcome. In order to get rid of prejudice, people have to become unselfish and not for what they are and not prejudge them. Hopefully in the future everybody will do his part and give of themselves and not put himself higher than anyone else.

The prejudice exhibited in Charles Fuller The Brownsville Raid is classic. Prejudice is defined as: "An unfavorable opinion or feeling, formed before hand without knowledge, thought, or reason." Regiment #167 was clearly victimized by the prejudices of the chain of command, from President on down to the captain. The Black men in this regiment were never considered innocent, never given a trial. When evidence forth to favor the men, it was ignored. Finally, all the men in the regiment were given dishonorable discharges, even though there was no concrete evidence against them.

I think anyone will agree that this is a good example of prejudice, but just for fun I'll throw in a little something extra in my meaning of the word. My definition goes as follows: "A time honored idea formulated with little thought or open-mindness." In my definition, I like to use the word time, because it takes time to learn prejudice. People aren't born with these misconcerned ideas. It takes a few years of listening to your parents and peers and pretty soon you believe everything they say. I'm a firm believer in this method. I can attest to picking up prejudices from my family and friends. I think this is what happened in The Brownsville Raid, at the time this incident took place. Prejudice was put on from generation to generation. The people there had built up so many prejudices against the blacks, that if anyone tried to defend them, they were looked upon in disgust.

The best examples of prejudice in The Brownsville Raid are shown by the chain of command. In fact, my definition of prejudice fits perfectly with the ideas taken by the President. President Teddy Roosevelt already had his mind made up on who was guilty and what their punishment was to be. This was even before he had seen reports prepared by the General and the Major. The only reason the soldier's weren't discharged earlier was because there was a presidential election and he didn't want to lose the Black vote. The major and the general were also out in the same vein. They would not listen to the evidence that Sgt. Samelus offered them. The only response they came back with was "That somebody was killed and somebody here did it." Nothing Sgt. Samelus said would change their minds. This, plus the total belief that the government men put in the townspeople, no matter what evidence they heard to the contrary, this is prejudice if I ever saw it.

The men in The Brownsville Raid were clearly victimized by their location. Brownsville is about as far south as one can get in the United States. One also forgets that this is only thirty-nine years after the civil war. Combine this with the army's bad judgment and you have trouble.

The army never should have put the black regiment in Brownsville, this is the cause of the whole situation. The townspeople did not want them around, so when a situation arose such that the soldiers could be aroused, the townspeople jumped at it. The army immediately took the townspeople's side, and did exactly what they wanted. They got all the black soldiers thrown out of the army when none of them would step forward and confess.

There are really no easy solutions to prejudice. We are taking the right step forward with voluntary desegration. With unvoluntary desegregation, violence can be stirred up between the races. This especially must be done in the younger grades, like kindergarten through grade school, or else you run the chance of the kids picking up the character of their parents, in some cases good, in others bad. The Rows must be mixed at an early age as to promote unity.

Dr. Mary (Dockstader) Sullivan's dissertation, COMPARATIVE STUDY OF DEVELOPMENTAL SEX DIFFERENCES IN MORAL REASONING (Seattle University, 1979) examined the sex differences in moral reasoning of a Tacoma sample of seventh and eleventh graders using James Rest's Defining Issues Test. Her abstract of the study follows.

ABSTRACT

COMPARATIVE STUDY OF DEVELOPMENTAL SEX DIFFERENCES IN MORAL REASONING

MARY FRANCINE DOCKSTADER

The purpose of this study was threefold: first, to determine if there was a significant difference between the levels of moral development of females and males at the seventh and eleventh grades; second, to ascertain if a moral education intervention of twelve weeks significantly stimulated the moral reasoning of seventh and eleventh grade students compared to control groups; third, to determine if the intervention significantly stimulated the moral reasoning of seventh and eleventh grade females.

Research by Maccoby (1966), Anastasi (1966) and Horner (1972) had demonstrated that females scored equally well or slightly above males on a number of developmental measures at an early age but that females' scores tended to stabilize prematurely during the adolescent period. In terms of moral reasoning, proportionately more females remained at the Conventional Level than males and a lesser percentage reached the Postconventional Level (Kohlberg and Turiel, 1971; Haan, 1971; Holstein, 1973). One explanation for this difference was that limitations were imposed on females' growth by social conventions and behavioral expectations.

This study showed no significant difference between the levels of moral development of females and males at the seventh and eleventh grades using the Rest Defining Issues Test. The data also demonstrated that the moral reasoning of

students in the intervention groups was not significantly different from that of control groups. At the seventh grade level there was a significant difference at the .05 level between the moral reasoning of female experimental students and female control group students but no such difference was shown at the eleventh grade level.

The finding of no significant difference in moral reasoning between females and males at either the seventh or eleventh grade levels may indicate that "times are changing" and females are participating more in responsible social roles which is equalizing their development with that of males. Further research is necessary to confirm this tentative conclusion.

Mary (Dookstader) Sullivan's dissertation chapters entitled "Data Analysis and Findings," and "Discussion and Implications of this Study" are included here for those who are interested in a more detailed summary.

Dockstader, Mary F. COMPARATIVE STUDY OF DEVELOPMENTAL SEX DIFFERENCES IN MORAL REASONING; Seattle University, 1979

DATA ANALYSIS AND FINDINGS

In this chapter the statistical analysis of the data collected during the study is presented. As described in Chapter five these data include the pretests and posttests from Rest's Defining Issues Test.

Analysis of the Experimental Hypotheses

Hypothesis I: There is no significant difference between the levels of moral development of females and males at the seventh and eleventh grade levels.

The first experimental hypothesis was supported showing no significant difference between sexes at the seventh and eleventh grade levels on the statistical test. The data analysis follows.

The Defining Issues pretests were analyzed using an analysis of variance program. Table 6 is a summary of the female and male means and standard deviations on the pretest. The analysis of variance data are reported in Tables 2 and 3. Sex was the variable. The F-test demonstrated that there was not a significant difference between the group means at either the seventh or eleventh grades.

The means listed in the following tables are derived from individual "p" scores which indicate the percentage of principled thinking used by a person on the Defining Issues Test.

TABLE 6

SUMMARY OF PRETEST MEANS AND STANDARD DEVIATIONS FOR THE DEFINING ISSUES TEST

	Females			Males		
Group	N	Mean	S.D.	N	Mean	S.D.
7th Graders	19	20.44	10.07	24	22.29	11.37
11th Graders	24	26.46	10.59	33	26.66	11.57

TABLE 7

ANALYSIS OF VARIANCE FOR FEMALES VS. MALES FOR THE DEFINING ISSUES TEST FOR SEVENTH GRADERS

Source	df	SS'	MS'
Between	1	36.42	36.42
Within	41	4798.08	117.03
Total	42	4834.50	xxxxxx

F = .31 P = .58

TABLE 8

ANALYSIS OF VARIANCE FOR FEMALES VS. MALES FOR THE DEFINING ISSUES TEST FOR ELEVENTH GRADERS

Source	df	SS'	MS'
Between	1	.60	.60
Within	55	6822.85	124.78
Total	56	6863.45	xxxxxx

F = .01 P = .95

Hypothesis II: The Ethical Quest Project does not significantly stimulate the moral reasoning of seventh and eleventh grade students as measured by the Defining Issues Test when compared to a control group.

The second experimental hypothesis was supported at the seventh and eleventh grade levels on the statistical test. The data analysis follows.

The Defining Issues pretests were analyzed using an analysis of variance program. Table 9 is a summary of the seventh and eleventh grade experimental and control group means and standard deviations on the pretest.

The analysis of variance data are reported in Tables 10 and 11. Experimental or control group was the variable. The F-test demonstrated that there was not a significant difference between the group means at either the seventh or eleventh grades on the pretests.

TABLE 9

SUMMARY OF PRETEST MEANS AND STANDARD DEVIATIONS FOR THE DEFINING ISSUES TEST

	Experimental			Control		
Group	N	Mean	S.D.	N	Mean	S.D.
7th Graders	22	19.39	12.53	21	23.65	8.19
11th Graders	30	25.33	11.78	27	27.96	10.27

TABLE 10

ANALYSIS OF VARIANCE FOR EXPERIMENTAL VS. CONTROL FOR THE DEFINING ISSUES PRETEST FOR SEVENTH GRADERS

Source	df	SS'	MS'
Between	1	194.69	194.69
Within	41	4639.80	113.17
Total	42	4734.49	xxxxxx

F = 1.72 P = .20

TABLE 11

ANALYSIS OF VARIANCE FOR EXPERIMENTAL VS. CONTROL FOR THE DEFINING ISSUES PRETEST FOR ELEVENTH GRADERS

Source	df	SS'	MS'
Between	1	98.27	98.27
Within	55	6765.18	123.00
Total	56	6863.45	xxxxxx

F = 80 P = .38

Because the F-test demonstrated that there was not a significant difference between the group means at either the seventh or eleventh grades on the pretests, the author used an analysis of variance program to analyze the Defining Issues posttests. Table 12 is a summary of the seventh and eleventh grade experimental and control group means and standard deviations on the posttest.

The analysis of variance data are reported in Tables 13 and 14. Experimental or control group was the variable. The F-test demonstrated that there was not a significant difference between the group means at either the seventh or eleventh grades on the posttests.

TABLE 12

SUMMARY OF POSTTEST MEANS AND STANDARD DEVIATIONS FOR THE DEFINING ISSUES TEST

Group	N	Mean	S.D.	N	Mean	S.D.
7th graders	18	21.57	8.13	23	17.68	9.56
11th graders	30	30.39	10.02	24	32.01	12.53

TABLE 13

ANALYSIS OF VARIANCE FOR EXPERIMENTAL VS. CONTROL FOR THE DEFINING ISSUES POSTTEST FOR SEVENTH GRADERS

Source	df	SS'	MS'
Between	1	153.03	153.03
Within	39	3134.51	80.38
Total	40	3287.54	xxxxxx

F = 1.90 P = .18

TABLE 14

ANALYSIS OF VARIANCE FOR EXPERIMENTAL VS. CONTROL FOR THE DEFINING ISSUES POSTTEST FOR ELEVENTH GRADERS

Source	df	SS'	MS'
Between	1	35.21	35.21
Within	52	6520.35	125.39
Total	53	6555.56	xxxxxx

F = .28 P = .60

Hypothesis III: The Ethical Quest Project does not significantly stimulate the moral reasoning of seventh and eleventh grade female students as measured by the Defining Issues Test when compared to a control group.

The third experimental hypothesis was rejected ($p < .05$) at the seventh grade level but was supported at the eleventh grade level showing no significant difference on the tests. The data analysis follows.

The Defining Issues pretests were analyzed using an analysis of variance program. Experimental or control group was the variable. Table 15 is a summary of the female seventh and eleventh grade experimental and control group means and standard deviations for this measure.

TABLE 15

SUMMARY OF PRETEST MEANS AND STANDARD DEVIATIONS FOR FEMALES FOR THE DEFINING ISSUES TEST

Group	N	Mean	S.D.	N	Mean	S.D.
7th graders	10	18.83	12.98	9	22.22	5.65
11th graders	14	24.88	10.05	10	28.67	11.46

Tables 16 and 17 summarize the data from the analysis of variance. There was not a significant difference between the groups at either the seventh or eleventh grades as indicated by the F score.

TABLE 16

ANALYSIS OF VARIANCE FOR EXPERIMENTAL VS. CONTROL FOR THE DEFINING ISSUES PRETEST FOR SEVENTH GRADE FEMALES

Source	df	SS'	MS'
Between	1	54.40	54.40
Within	17	1772.50	104.27
Total	18	1826.90	xxxxxx

F = .52 P = .48

TABLE 17

ANALYSIS OF VARIANCE FOR EXPERIMENTAL VS. CONTROL FOR THE DEFINING ISSUES PRETEST FOR ELEVENTH GRADE FEMALES

Source	df	SS'	MS'
Between	1	83.60	83.60
Within	22	2495.91	113.45
Total	23	2579.51	xxxxxx

F = .74   P = .40

An analysis of variance program was used to analyze the Defining Issues posttests because the F-test demonstrated that there was not a significant difference between the female group means at either the seventh or eleventh grade levels on the pretests. Table 18 is a summary of the experimental and control group means and standard deviations on the posttest.

TABLE 18

SUMMARY OF POSTTEST MEANS AND STANDARD DEVIATIONS FOR FEMALES FOR THE DEFINING ISSUES TEST

	Experimental			Control		
Group	N	Mean	S.D.	N	Mean	S.D.
7th graders	8	23.54	7.10	10	15.33	7.45
11th graders	16	31.04	9.17	9	38.52	13.03

The analysis of variance data are reported on Tables 19 and 20. Experimental or control group was the variable. A statistically significant difference between seventh grade female students in the experimental group and those in the control group as demonstrated by the F-test is reported in Table 19.

TABLE 19

ANALYSIS OF VARIANCE FOR EXPERIMENTAL VS. CONTROL
FOR THE DEFINING ISSUES POSTTEST
FOR SEVENTH GRADE FEMALES

Source	df	SS'	MS'
Between	1	299.45	299.45
Within	16	851.32	53.21
Total	17	1150.77	xxxxxx

F = 5.63 P = .03

There was not a significant difference between eleventh grade female group means on the posttests according to the F-test. These data are reported in Table 20.

TABLE 20

ANALYSIS OF VARIANCE FOR EXPERIMENTAL VS. CONTROL FOR THE DEFINING ISSUES POSTTEST FOR ELEVENTH GRADE FEMALES

Source	df	SS'	MS'
Between	1	322.00	322.00
Within	23	2618.44	113.85
Total	24	2940.44	xxxxxx

F = 2.8 P = .11

Tables 21, 22, 23 and 24 report the grade level reading ability for each individual as measured by the Comprehensive Test of Basic Skills. This test was administered to the seventh graders in April 1978, six months prior to the time they were pretested. The most recent reading ability test score available for eleventh graders was 1½ years old being administered in April 1977. These tables also report the Defining Issues Test score for each individual.

Discussions and Implications of This Study

The data indicate that there was no significant difference between the levels of moral development of females and males at the seventh and eleventh grade levels as was postulated in Hypothesis I. This is in contrast to other research projects where repeated findings of developmental inferiority in females (Kohlberg and Turiel, 1974; Hall, 1971; Gilligan, Kohlberg, Lerner and Belenky, 1971; Holstein, 1970) have been reported. One exception is a recent study completed in a suburb of Boston (Sullivan, 1975) examining a curriculum for stimulating moral reasoning and ego development in adolescents as reported in Chapter 3. These earlier studies led Holstein (1976) and Gilligan (1977) to question the possibility of a "sex-related bias" in the scoring system and in the conceptualization of the various stages of moral development. Gilligan (1977) concluded after a series of research interviews with women that the cognitive developmental theory of moral reasoning has not given adequate expression to the concerns and experiences of women.

The fact that sex differences are not significant in this study differentiates it from other research projects and brings into question the charge of sex bias that some critics have aimed at the theory and the instruments used for measuring moral development.

One possible conclusion that could be drawn from the fact that sex differences were not significant in this study is that "times are changing." Society has traditionally put women in roles that prevented them from reaching the same level of development as men. Kohlberg (1966) maintained that when participation and responsibility are equalized between the sexes so are the indexes of moral growth. This study may show that this is beginning to happen in Tacoma, Washington, just as the recent Sullivan (1975) study may indicate similar trend in Newton, Massachusetts. Of course, an alternative explanation is that this study did not include a large enough sample to reveal sex-related differences in moral reasoning. Further research is essential before any definitive conclusions can be drawn.

In order to ascertain that the Defining Issues Test was measuring the students' level of moral reasoning and not their grade level reading ability, the author had the DIT analyzed by Teresa Troy, Reading Specialist for Tacoma Public Schools, using the Fry Readability Graph (1974) developed by Edward Fry at Rutgers University Reading Center. The analysis showed that the reading level of Rest's dilemmas varied from grade 7.0 to grade 10.5 (see Table 26).

There were 18 students in the seventh grade who tested below the seventh grade reading level on their most recent Comprehensive Test of Basic Skills which was administered when they were in the sixth grade. The author explained the DIT to the seventh graders, read the directions and went over the example with them and answered any questions before beginning the actual test. In order to minimize the problem of those students testing below the seventh grade level in reading ability the author also read each dilemma and the questions to be considered and then waited until the students had completed each section of the test before moving on to the next dilemma.

There were no students in the eleventh grade who tested below the seventh grade reading level on their most recent CTBS which they took as ninth graders. Therfore the author read only the sample story and the directions on the Defining Issues Test to them and the actual test was read silently by the individual students.

A correlation check was run between the reading ability level and the principled thinking score of the students. Table 25 reports the correlation that was found between the two scores in all four groups. The data detailing this correlation were interesting. As reported in Chapter 5, there is generally a significant correlation between the DIT and measures of IQ, aptitude and achievement (Rest, 1976b). Kohlberg has reported correlations of his moral reasoning measure with IQ tests in the .30 to .50 range (Kohlberg, 1969). Rest (1976b) argues that such a correlation stems from the fact that those individuals who score higher on IQ and achievement measures are more likely to be further along in cognitive development of moral judgment. In fact, Rest maintains that these significant correlations, from the .20's to the .50's, support the validity of the DIT as a cognitive-developmental measure of moral reasoning.

Rest (1976b) is also careful to point out that mathematics and science test scores seem to predict DIT scores as well as language, vocabulary or reading test scores. He argues that this demonstrates that these tests have a general factor of intelligence in common with the DIT and not some special factor or skill; e.g., language skills, reading skills, knowledge of special terminology, etc. Rest maintains that there is no evidence that high scores on the DIT are due to verbal skills rather than more general cognitive development and thought processes.

This would seem to be borne out by the correlation data obtained in this study. At the seventh grade level the correlations were .25 and .03 for the experimental and control groups respectively. Neither correlation was statistically significant. This lack of correlation may be explained by the fact that the author read each of the statements about the dilemma. Any questions that the students raised were answered. This was done to minimize any differences which might occur because of differences in reading skills.

This procedure may have reduced the impact of differential ability in reading and vocabulary. The students did not have to read and interpret the material on their own. The low correlations between the reading and DIT scores could be interpreted in this manner.

Further support for this explanation is found in the correlation for the eleventh grade classes, .40 and .53, both significant at the .05 level. A different test administration procedure was used. Students were given general directions about how to proceed with the test but the dilemmas were not read aloud nor were comprehension questions answered. Thus the general factors measured by reading test scores would be more closely related to the individual's score on the DIT. Vocabulary, reading comprehension and ability to conceptualize the moral issues would have a greater effect on the DIT scores. This is reflected in the significant correlations for both of the eleventh grade groups.

The data also suggest that there was not a significant difference between the levels of moral development of the experimental and control groups at the seventh and eleventh grade levels as was postulated in Hypothesis II.

One possible explanation for this finding was that the time interval between the pre and posttesting was only 12 weeks. This was necessitated by the quarter system in operation at the two schools involved in this research study. Student schedules change each quarter which makes it impossible to track an experimental and control group for any longer than 12 weeks. Other studies that have shown a significant change in the students' levels of moral development all extended over a period of time greater than one quarter. Developmental change requires a fundamental restructuring of individual thought processes. Such basic psychological and intellectual changes require a considerable amount of time.

Even if the experimental curricula had caused the disequilibration necessary for stage change to occur the time interval may not have been sufficient for changes to be reflected on the measurement at the end of the quarter. Later studies should take account of this factor if at all possible and observe students over a longer time period than 12 weeks if they wish to stimulate change in moral development.

A second factor influencing the moral development of students in the experimental group was the nature of the intervention. The Ethical Quest Project does not attempt to create special courses in moral education. Moral issues are addressed through the existing curricula. This provides less intense stimulation to moral development than a course whose entire purpose is moral education, at least in the short run. Yet it would seem to be a much more feasible approach given the current limitations of the schools. In the long run also if all classes in the school would deal with the moral questions inherent in the curriculum there would be a much more powerful stimulus to development than one or two isolated courses in moral education.

As was described in Chapter 5, the major emphasis of the curriculum in the two experimental groups was on developing English skills. Focusing on moral issues was an important yet secondary element in the curriculum. To the knowledge of the author, this is the first research study that has attempted to measure moral development in classes where the major emphasis was on English rather than moral education.

There also may have been a problem in testing attitude due to the short time span between pre and posttests. Students seeing exactly the same test 12 weeks after completing it the first time could lead to a negative testing attitude by some students which could adversely affect the posttest scores. Students may have spent less time reading the alternative conceptualizations of the moral issues and rank ordering them according to importance. The attitude, "Oh, I already did this" may have negatively affected the posttest scores. This effect may also have been disproportionately heavy with higher stage responses since these require greater investments of time and thought if they are to be understood. This has been found on other developmental measures such as the Loevinger Sentence Completion (1970). This may serve to explain in part why there is not a great change in principled thinking means for either experimental or control groups from pre to posttests as can be seen by comparing the means in Tables 9 and 12. The experience of this study suggests that posttests only should be used in short term investigations if at all possible.

The data indicate that the experimental intervention had a substantial effect on the moral reasoning of seventh grade females. There was no significant difference between the experimental and control groups of eleventh grade females as Table 20 revealed.

The significant change for the seventh grade experimental students may be due to several factors. For one thing, the experimental group was exposed to a curriculum which emphasized communication skills and related moral issues (see Chapter 4). Most class time was occupied with activities which can affect moral development. Students learned to understand and evaluate propaganda, stereotyping and name-calling; to improve their ability to perceive themselves and others; and to listen effectively to others and empathize. In addition, the students focused on specific moral dilemmas in literature.

These seventh grade students received a more intense exposure to activities which could stimulate moral growth. These activities were also geared to the developmental level of the students. The most important developmental step for these students is to learn to see others as equals who have a legitimate right to their different feelings and points of view as well as to begin to be capable of understanding society and the social point of view as concepts which affect moral decisions (Kohlberg, 1969, 1971). Each activity helped students to become more empathic, better able to see the world as others see it (role-taking). Seventh grade is in the approximate age range when students become capable of mutual role-taking (Kohlberg, 1969). A curriculum like the experimental one which concentrates on role-taking abilities should affect the moral development of students at this age. Thus the content of the curriculum at the seventh grade would seem especially well suited to stimulating moral growth. The concentrated focus on moral issues and on skills which affect students' capacities to role-take explain the impact of this curriculum on the females in the experimental group.

The implications seem clear. If females of this age are exposed to reasonably intense experiences which develop their abilities to empathize, role-take and analyze moral issues they will show significant development.

The eleventh grade females in the experimental group did not show a significant difference from the control group. In contrast to the seventh grade experimental curriculum the eleventh grade course focused heavily on English curriculum skills--grammar and composition (see Chapter 4). The course objective was to develop students' composition skills. All compositions during the quarter dealt with the issue of prisons. Films, guest speakers, and readings provided data about prisons which are included in various composition exercises. The material dealing with prisons had clear moral implications and stimulated students' thinking. However, the vast majority of classroom time was spent on grammar and the mechanics of composition.

It seems safe to assume that discussing and thinking about the moral issues related to prisons would stimulate moral development to some extent. However, given the short period of time for the course and the fact that much time was devoted to other than moral issues it would not seem reasonable to expect significant changes in the moral reasoning of students. Further studies will be necessary to determine if the stimulation experienced by students in this particular course combined with stimulation which they might receive in other courses would produce a significant difference in moral reasoning over a longer time span. Both the variables of amount of stimulation and the length of time allowed for change to occur should be explored in later studies. Adequate knowledge of these variables would allow educators to construct courses or sequences of courses that could effectively stimulate the development of females.

NEWSPAPER CLIPPINGS

Tacoma schools to get values grant

7-25-1975

By ART THIEL
TNT Staff Writer

The Tacoma School District has been awarded a $35,000 grant from the National Endowment for the Humanities for a pilot program in values education, the first of its kind in the United States.

District Supt. Alex Sergienko announced the project, called "The Ethical Quest in a Democratic Society," at a meeting of the Tacoma School Board Thursday night.

Depending upon the success of the project, which begins this fall, the district could receive up to $250,000 during the next three years to serve as a model program for the rest of the nation.

Lillian Warnick, district coordinator for the gifted and humanities, said the program is designed to develop in students "the ability to identify and know their own values, to know themselves and to know how they will live by their values."

THE GOAL of the program, Mrs. Warnick stated, is to prepare students to "make better decisions and come to understand that when they are made, their decisions have consequences."

She emphasized the project is not going to teach any particular set of values but rather what is called "the process of valuing."

Sergienko said the district will shun extremism in the project's application. "We want to avoid the idea of 'brainwashing' students on particular values, but we also want to avoid the idea that there are no values worth passing on to new generations.

"And we certainly aren't going to force students into classes where parents don't want them to be. We will continue our concept of openness in values education as well."

THE REALIZATION of the need for some sort of values education came as a result of Watergate, Sergienko said.

"As we reflected upon Watergate, the thought occurred: how could it be that so many persons, so well trained and educated in the formal sense, in some of the finest institutions in this country, behave so unethically?"

"It seemed there was a real need to provide some means whereby a higher degree of ethical conduct could be generated in young people," the 44-year-old administrator said.

Sergienko said Tacoma was chosen basically for two reasons: the heterogeneous mixture of the population and the district's strong record of implementing large projects in the past.

THE PROGRAM will get off the ground when William Russell, NEH director, arrives in Tacoma Aug. 25 for a three-day workshop and planning session at the Rodeway Inn. The district has invited a broad spectrum of 80 community leaders to discuss the entire effort.

Another workshop is planned for October, sometime after which a decision on further funding will be made.

At the moment there are no firm methods or personnel established for the project. That will come as a result of the August meetings, Sergienko said.

The cornerstone of the entire concept, he said, is that there is something valuable in the accumulated wisdom of mankind, and it is worth knowing.

In his foreword to the 91-page NEH application, Sergienko noted, "we cannot afford to raise a generation tone deaf to values and ignoring the great heritage of mankind."

Friday, July 25, 1975
TNT

TACOMA NEWS
TRIBUNE 8·75

Ethical education eyed by schools

The Tacoma School District has invited approximately 80 Tacoma civic and education leaders to explore the question of how to teach values and ethics to school children.

A three-day values education workshop will begin at 8:30 a.m. Monday in the Rodeway Inn, where the district will present its program, "The Ethical Quest in a Democratic Society."

First of its kind in the nation, the program received an initial grant of $35,000 from the National Endowment for the Humanities. An additional $215,000 is available if the district receives a go-ahead from NEH.

William E. Russell, NEH program officer, will be the chief speaker in the morning session. State Superintendent of Public Instruction Dr. Frank Brouillet and District Superintendent Dr. Alexander Sergienko also will address the workshop.

Some of the participants in Monday's workshop will continue work the following two days on design of the project.

Sergienko said the object of the project is not to teach a specific set of values or beliefs to students. It is to find ways to help youngsters recognize their own behavior and realize that their ethical choices may be influenced by the values they hold.

300

(From a Tacoma School District Report on a Citizens' Values Education Workshop -
August 25-27, 1975

THE IDEA OF A VALUES EDUCATION PROGRAM--HERE

(Editor's note: Two of the project writers, Larry Leamer of the National Council of Associates and Lillian Warnick of the Tacoma School District, explained the origin of the values education application to those attending the August 25 session at the Rodeway Inn. Here is a summary of their comments.)

The idea for the values program began in March 1974 in Washington, D.C. The need to introduce values education into the nation's elementary and secondary schools was discussed there at a meeting that included congressional leaders, representatives of the National Council of Associates and personnel from the Washington State Office of Public Instruction.

Later, personnel from the National Council of Associates researched the area of values education and developed a rationale to present to the National Endowment for the Humanities for funding of a proposal. Some of that research is in the proposal submitted by the Office of the Superintendent of Public Instruction to the National Endowment for the Humanities. The title of the proposal is "The Ethical Quest In a Democratic Society."

The Tacoma School District was contacted to carry out the program. Tacoma was asked because of its heterogeneous community and because of the district's reputation for excellence in carrying out specially funded programs.

A rough draft of the proposal was prepared at a three-day conference at Lake Quinault in July 1974, at which time representatives of the Tacoma School District were involved.

Later other staff members in the Tacoma School District were also invited to share their ideas. An optimistic timeline was developed as part of the proposal--a timeline which events have delayed by nearly one year.

LARRY LEAMER HIGHLIGHTS NEED, MOTIVATION

Sam Irwin seems to be one of the last people who has a sense of what some of these words have had, these core values of a democratic society. In Sam Irwin's house there is a library with history books and books on the Constitution. (This was at a time when Leamer was writing an article for *Harper's Magazine* about Sam Irwin because Irwin was working with civil liberties and freedom of the press.)

Then, said Leamer, it was only a year later that the Watergate hearings were held. "I suppose the one thing that frightened so many of us at that time was the sight of all those bright young men who had never thought about the ethical questions involved. They were asked questions like, 'How could you do this? What about the ethical part of this? Did you know this was wrong?' And to most of them it seemed that it was the very first time they had thought about the questions. Never in their education had they been forced to consider these kinds of ethical and moral questions."

BROUILLET SEES MORAL EDUCATION AS CENTRAL TO MISSION OF THE SCHOOLS

Editor's note: The June 1975 issue of the Phi Delta Kappan is a special issue on moral education. The articles in this issue of the Kappan were referred to frequently in the course of the three-day meeting. In particular, Superintendent of Public Instruction Frank Brouillet quoted extensively from an article titled, "Moral Education: Where Sages Fear to Tread," by David Purpel and Kevin Ryan. Here are some of Brouillet's key comments and quotes:

The moral education of children is one of the schools' oldest missions and one of our newest fads...

John Dewey saw moral education as central to the schools' mission: "The child's moral character must develop in a natural, just and social atmosphere. The school should provide this environment for its part in the child's moral development."...

The assertion of 19th Century English philosopher Herbert Spencer that "Education has for its object the formation of character" was a truism on both sides of the Atlantic. However, at the very time Spencer made his statement, the moral principles which the school used as the basis for character formation were being questioned; they soon began to crumble. Industrialization and the advent of new technologies broke down kinship ties and established patterns in many spheres. New values drove out old values.

The combined effect of both industrialization and immigration has been to neutralize over time the school's overt role as moral educator.

In his recent book, *An Inquiry Into the Human Prospect,* Robert Heilbroner suggested that much of the unrest and the unease of the present middle-aged generation is due to its apparent inability to pass on its values to the young.

In summary, it would appear that whatever program of moral education the school adopts, it must respect the pluralistic traditions of America, it must not further weaken the present school program, and it must be free of indoctrination.

And, yet, despite all of these difficulties, hesitations and objections, there is the inescapable reality that, in one way or another, moral education does, in fact, go on continuously in our public schools. Students are often themselves agents of moral education, wittingly or not. Teachers very often cite certain youngsters as character models to be emulated. In addition, students by themselves and without prompting are affected and influenced by other students and are apt to derive notions of good behavior from those they admire.

We need, first, to confront the inescapable reality that we are moral educators, that schooling is a moral enterprise, and that we are active participants in that enterprise. We must, also, confront the fact that we do not have many clear, valid models of moral education available to us.

Education is simply not value-free. One cannot involve a child in schooling from the time he is six until he is 17 or 21 and not affect the way he thinks about moral issues and the way he behaves.

> The question is not "Should values be taught?" but "What values do we want to develop in our students?" and "How can they be developed?"

CHALLENGES WILL SLOW DEVELOPMENT, SERGIENKO PREDICTS

Tacoma's Superintendent of Schools Alex Sergienko offered an optimistic view of what he admitted would be a "slow journey" in the development of the values education program in Tacoma.

"This program will present difficult challenges, a struggle in a most sensitive area, fraught with confusion and misunderstanding."

Sergienko said he regards as most important the value of openness, that is, a sharing of communication by those who are most likely to be affected.

Sergienko, in explaining the origins of the application to the National Endowment for the Humanities, recalled how the men around former President Nixon failed to recognize the overriding importance of honesty and integrity in the decisions they made and he suggested that too many have become "speechless about values."

"The values education project has...a very old fashioned ring...because it causes us to think about some words that are too frequently missing from our daily discourse--words like honor, duty, justice--some of the enduring words in the accumulated wisdom of mankind in the western civilization."

Competition keen for NEH funds

RUSSELL VIEWS BOTH CONTENT AND PROCESS AS IMPORTANT IN VALUES EDUCATION: WARNS OF INDOCTRINATION PITFALLS

Competition is extremely keen for funds from the National Endowment for the Humanities (NEH).

Bill Russell, program officer for NEH, emphasized the competition by pointing out that during the past several years only one out of every seven or eight applications has been funded. The values education program locally is competing in an area concerned with the development and testing of imaginative and effective approaches to humanities education which promise to be models for other schools and school systems and to achieve a widespread impact.

Russell, after reviewing the NEH procedures in funding projects, noted that there is some confusion in terminology in the field of values education. "There are various labels used at various times including value education, moral reasoning, moral involvement and moral education."

But he suggested that regardless of what it is called value-free activities or value-free education is an impossibility.

Russell mentioned that there is a conflict among theorists as to the importance of content or process in values education. He said in his view both are important and to emphasize one or the other is to greatly oversimplify the complex teaching-learning activity. Russell also dealt with the question of indoctrination and he warned that in this area project planners must approach the problem with knowledge, skill and great care.

Russell stated that there are three goals to be considered in development of the project.

(Continued on next page)

CITIZENS COMMENT ON NEED FOR VALUES EDUCATION PROGRAM

Three local citizens who were invited to comment on the values education proposal were unanimous that there was a need for such a program.

Lorraine Wojahn, state representative from the 27th District, declared that, "It is time for the schools to assume the responsibility for values education." Mrs. Wojahn cited a number of statistics to demonstrate that young people are having great difficulty making good social and ethical decisions.

"Fifty thousand children under 18 were in enough trouble to reach the jurisdiction of the juvenile court last year," she pointed out. "Last year 6,000 youngsters were referred to the juvenile court for alcoholism and 3,500 for the use of drugs."

Mrs. Wojahn declared that the average child of 10 in the United States has already developed a noncondemning attitude for cheating. They find it unrealistic to maintain standards of honesty when they are ridiculed by friends and ignored by elders.

"As a legislator, as a parent and as a citizen I am concerned that this program be conducted by sensitive, perceptive instructors who are aware of implications of the past and the responsibility they have to the children in their charge. I would hope that the children who participate in this program will become mature individuals who will know how to make the right choices."

Dr. George Tanbara said he wished he had had more of an exposure to humanities courses as he prepared for a medical career and he mentioned many of the ethical dilemmas facing doctors today—dilemmas which have nothing to do with knowledge of the biological or chemical makeup of the body.

Tanbara also wondered about the ethical dilemma facing many from minority groups like himself when faced with discrimination.

He referred specifically to the evacuation in 1941-42 of Americans of Japanese ancestry from the Pacific Coast and their incarceration in concentration camps. The due process guarantee in the Bill of Rights was simply ignored.

Judge Filis Otto approached the question from her perspective in the legal profession. Judge Otto rejected the notion that a state or any government agency should establish a standardized ethical system. She referred to the "experiment known as the Third Reich"—the Germany under Hitler which could find it ethical to experiment on human beings.

"Many school teachers have seen the pictures that were shown in the '30s to students to promulgate industry, thrift and virtue as responsibilities of citizens of the Reich.

"Of course the schools cannot do it all. It would be very dangerous if a government selected a set of values and they said 'Here, teach this and nothing else.'"

Teachers, she pointed out, "come in second on the stick," because so much of a child's attitude toward right and wrong has already been established by the time he comes to school, but Judge Otto concluded that schools do have an equal responsibility to help develop these attitudes and "There is no right and there is no privilege without a concomitant responsibility."

Teaching humanism, a religion

To the Editor: Most people today take it for granted that public school children are taught facts and skills without being taught religion. Not so. Nearly all subjects must be taught on the basis of certain religious presuppositions, either being Christian (Biblical) or anti-Christian (humanistic).

Most people do not recognize the public school as part of the clergy, or as a religious institution. Yet, religion is being taught in public school, and the state religion is humanism, and since humanism is atheistic, our children sit at the feet of an unbelieving teacher and are taught subtle heresies of humanism and prepare them to worship Lucifer.

Humanism has been declared a religion by the United States Supreme Court. In the 1933 and 1973 Humanist Manifesto the Humanists have stated their belief in man alone rather than God. Their 1973 manifesto calls for abortion on demand, complete sexual freedom, mercy killing and the right to suicide. The first president of the American Humanist Association was John Dewey, "Father" of Progressive Education.

The success of humanistic education can be seen in the product — young people who are alienated, confused, skeptical, cynical, aimless, suicidal and just plan unhappy."

ADA L. GOODNIGHT,
6823 Homestead Ave. E.

Feb 1976

Educators fail in basics

3/5/76

To the Editor: Miss Washburn, Tacoma Teacher (TNT, 2-21), is misinterpreting the public concern over basic skill testing results of Tacoma school children. Also, she is implying that educators must stand up to the public in defense of school children's talents and good traits that are unmeasurable.

The issue has nothing to do with the unmeasurable abilities of Tacoma's kids. It has to do with the kids being cheated by the district of what is measurable — basic skills.

Criticisms are directed toward the system and its priorities, not the unfortunate losers. Readers see the testing results are more a documentation of the Tacoma schools' failure in teaching elementary basic skills, rather than a failure on the part of the students.

Policy makers and program writers are ignoring the public's insistence that literacy is still their first priority in public schools. Basic skills and a sound background in humanities are just as important now, if not more than they ever were, as a sound foundation on which to base all future learning and decision making.

The deeper Tacoma schools get into the "values education" program called "The Ethical Quest in a Democratic Society," the more crippling public education will become.

This program is Frank Brouillet's first priority for state education today. In the proposal for partial federal funding, the educators "consider a knowledge of the humanities to be irrelevant in the process of valuing." All humanities are being reforged in grades K through 12 with emphasis on "social problems," and presented in terms of "conflicts in values" and "moral dilemmas" for a "relevant education."

I can't think of a more negative, cruel or disturbing format for education.

The educators are failing miserably to teach simple basics, and now judge humanities to be irrelevant as they forge on into an even more difficult and sensitive area of teaching: Values.

ELEANORA BALLASIOTIS,
1234 Palm St.

Keep a watch of education

3/14/76

To the Editor: The proposed "moral education" course for Tacoma schools, entitled "Ethical Quest in a Democratic Society," is not based on Christian values but on secular humanism, a godless religion, also known as "behavior modification," values clarification" or "situation ethics."

This course is to be taught from kindergarten through grade 12, helped along and supervised by federal funding. Parents should be aware of what is going on and should not be misled by our school officials. This program is to undermine and destroy the religious beliefs and values that have been instilled at home.

In Ethical Quest it states, "Why should children listen to the horse and buggy ideas of their parents?" The Lawrence Kohlberg theory follows John Dewey, the father of humanistic "progressive education." The so-called "values" this course teaches only serve to drive a wedge between the child and parent, child and authority, child and Christian values.

Let's urge that schools work with the home and the church, as we picture the perfect triangle. When one side pulls against the other it shatters the triangle and also shatters the child. That is the reason we have alienated children.

The parents have the right by law to review all teachers' manuals, films, tapes and student books that are paid for by federal funds. This program starts in Tacoma and goes nationwide by 1978. So, parents, beware!

LAWRENCE PETROSKI,
Vice president, Concerned Citizens
of Pierce County, Inc.,
14315 7th Ave. S.

Culling 'gems' from TNT

Sunday Sept. 7, 1975

To the Editor: The following gems were culled from the TNT 8-24. Item: "Kitsap man wins $2 million suit" in which we have another example of how our courts victimize the citizen who attempts to protect his property. While it is regrettable that a young person should have been paralyzed, it is also regrettable that he (as well as all-too-many others) had shown the typical motorcyclist's utter disregard for public or private property. The citizen who fired the shot deserves our sympathy (and hopefully some lenience from a higher court) for his attempt to protect his rights.

Item: "Former deserters don't stay with clemency jobs." Is anyone surprised? What else could be expected of those despicable characters who ran out on their country and their comrades? Moral of the story: Our government should abandon any and all schemes for amnesty and de-activate that bleeding-heart, do-gooder farce, the clemency board.

Item: "Ethical education eyed by schools." It's about time! For openers, let's expose students and faculty to the Ten Commandments. For that, a school district shouldn't need a grant from the federal trough.

HENRY R. UHLAND,
8602 92nd St. SW.

Undermining family values

2/17/76

To the Editor: In spite of the best efforts of good parents, the public schools will continue to churn out totally humanistic young people who cannot read, spell or compute math well enough to function simply in our society. Nothing will change unless a massive number of enlightened people are willing to stand up and challenge, and uninformed parents are made to understand what "humanism" really is.

"Ethical Quest in a Democratic Society" will use every subject in the curriculum to promote "humanistic principles" through "values clarification."

This state in its Goals for Washington Common Schools zeroed in on "values clarification." This hidden curriculum offers teachers 79 strategies, or games (role-playing), to use to help youngsters build their own value systems (since young people who are brought up by moralizing parents are not prepared to make their own responsible choices.)

The educational system uses your and my taxes and humanistic education to totally undermine or destroy the religious beliefs and values that have been instilled at home. "Autonomous" education only fosters a wedge between child and parent, authroity and values and usurps your right to direct the moral education of your children.

ADA L. GOODNIGHT,
6823 Homestead Ave. E.

Tacoma's ethics education director arrives from East

By DAVID SEAGO
TNT Education Writer

A Harvard-trained educator has arrived here to help the Tacoma School District play a part in preventing future Watergates.

He is Dr. Paul Sullivan, 31, who set up shop last week as director of the district's new values education program, a $1.2 million project Sullivan calls "the most significant moral education project in the country."

Already attracting considerable attention from educators in Washington and other states, the project aims to make students sensitive to the ethical decisions they face in their daily lives.

According to district officials, it was inspired by the Watergate scandals, in which public officials who graduated from some of the nation's finest schools made fatally unethical decisions.

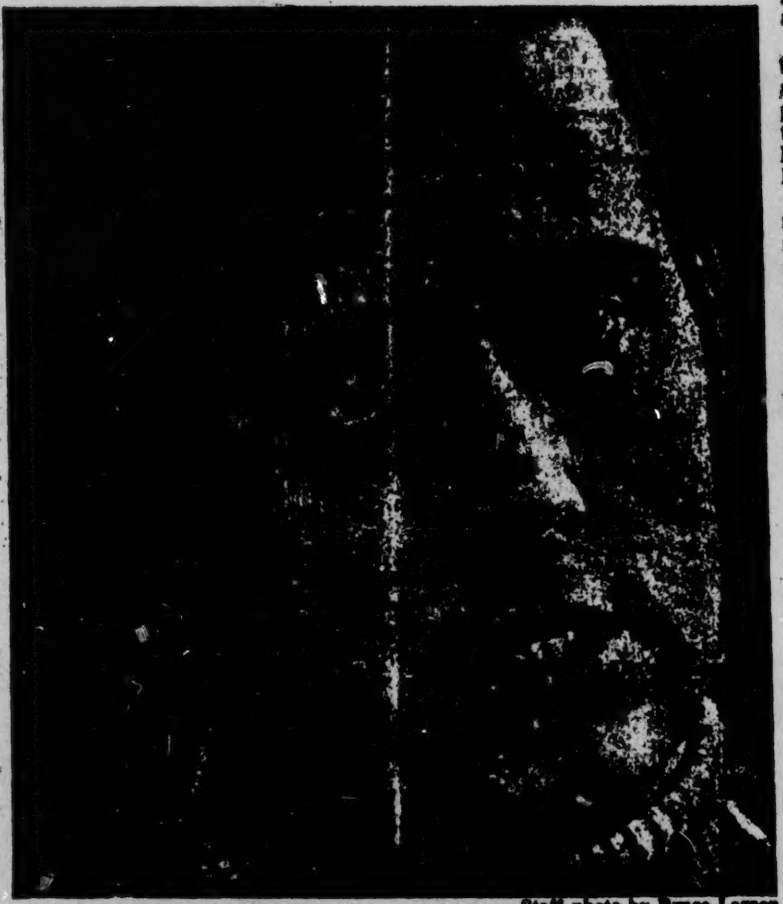
SULLIVAN, who left a high school teaching post in Newton, Mass., and drove across the country, is on the job even before the district has received official word of a key $566,000 grant from the National Endowment for the Humanities.

The official announcement is a formality, however, and confirmation is expected soon, Sullivan said.

If all goes well, the Tacoma project—somewhat ponderously titled "The Ethical Quest in a Democratic Society"— will serve as a state and national model.

Thestate Office of Public Instruction, which proposed the project here, will provide about $300,000 and distribute Tacoma-developed values education materials to other districts in the state. The district is to contribute about $327,000—$140,000 of it in cash and the rest in indirect services—over the next three years.

Sullivan, the man in charge of the ambitious project, is a native of Holyoke, Mass. He completed his undergraduate work at Columbia University, and earned his masters in teaching at Harvard and his doctorate in education at Boston University.



Staff photo by Bruce Larsen

Values education director Paul Sullivan

A FACTOR in his selection here was his work as a research associate in a pioneering values education experiment begun last year in a Brookline, Mass., high school.

What makes the Tacoma project nationally significant, Sullivan said in an interview, is that it is the first district-wide values education program undertaken in a large city, and it is the only one being developed as a state and national model.

A previously-selected core group of 22 teachers will spend the first year developing curriculum materials that health, social studies and English teachers, can use to highlight ethical issues in the classroom.

For example, a teacher might use lessons on the history of the American Revolution to focus on the moral dilemmas that faced the colonists as they decided whether to challenge British rule.

BY THE END of the project as many as 1,300 Tacoma teachers may be trained in values education methods.

Educational research as has shown that students given a chance to debate and think about ethical questions become more sensitive and thoughtful about such issues in their own lives, Sullivan said.

"I really prefer to think of it as ethical reasoning, to stressing the rational part of it," Sullivan said. "It's a skill that can be developed.

"It's always been there in the schools. It's hard to teach without dealing with ethical questions in some way. We want to make it more systematic, to make more teachers more aware of what they are doing.

"It's not indoctrination. I think we'll find even less indoctrination than we've had before because teachers and students will be aware of things they might have done before without realizing it."

The News Tribune

Tacoma, Sun., April 18, 1976

Letter Box

I disapprove of what you say, but I will defend to the death your right to say it.
— Voltaire

True source of ethics, morality

To the Editor: It was suggested in a recent letter to the editor about the proposed ethics teaching program in the Tacoma public schools that one find out what the program was all about before he criticized it.

According to Newsweek (March 1), the program is a "theory" by a Harvard professor. Several thousand years ago, the perfect "plan," not a theory, was given to teach children in the realm of morality.

Deuteronomy 6 tells us about this plan; 1) God's people were to love God with all their hearts and souls. 2) The words Moses taught them concerning God would be in their hearts. 3) They were to observe all that God had commanded "for their good."

Then the people were commanded to teach their children these principles. This they were to do diligently. This is the basic God-given function of parents. It hasn't been changed in the New Testament.

That some parents don't live up to that responsibility doesn't transfer to the school board the right to inject uncertain moral attitudes into the minds of thousands of other children. It is a well-known fact that children thrive on firm guidelines of morality.

Mr. Kohlberg, according to the article, is extending his theory to include Jesus Christ into his seventh level of morality. that sounds a little perplexing, when it appears that kids, by play-acting in the school room, arrive at their own levels of morality wihoout any reference to the guidelines set down by Jesus Christ.

By the way, hasn't Jesus Christ been banned from the public schoolroom?

FRANCES MITCHELL,
648 So. Haward St.

First meeting on tap for education council

The Tacoma School District has named 20 persons to a citizens advisory council for its controversial values education program.

The group, which will hold its first meeting tonight, includes representatives of two groups critical of the federally funded, $1.2 million project.

Mrs. Eleanora Ballasiotes, who asked the school board last month on behalf of a group of parents to reconsider the program, is included on the council.

The Rev. Bob Bergquist, whose First Covenant Church includes some members concerned about the program, is also a member.

Tonight's session will be an orientation. The council will hold a general session open to the public at 7:30 p.m. Tuesday in the fourth floor auditorium of the Central Administration Building.

Program officials said the meeting next week will be the hearing the school board promised Mrs. Ballasiotes' group last month.

Mrs. Ballasiotes and others have criticized the program, formally called "The Ethical Quest in a Democratic Society," for allegedly emphasizing "ethical humanism" at the expense of traditional religious values.

Reflecting the program's emphasis on ethics, the council includes three ministers in addition to Rev. Bergquist.

They include the Rev. Bruce Foreman of the Associated Ministeries of Tacoma-Pierce County; the Rev. M. C. Connally Jr. of the Tacoma Ministerial Alliance and Eastside Baptist Church, and the Rev. Walter Simmons of St. Luke's Memorial Episcopal Church.

Other council members include Mrs. Kay Booth, Mrs. Elaine Matz, Mrs. Alice Hurley, Lt. Vernon Johnson, Dr. George Tanbara, Dr. David Hellyer, Dr. Paul Menzel, Bradford Gierke, William Dearborn, Bil Moss, Noel Hagens, Carola Norton, Rep. John Hawkins, Don St. Thomas, and Dr. Annabel Lee.

TNT 4/21/76

School program opponent says promise not fulfilled

By DAVID SEAGO
TNT Education Writer

Polite sparring between a critic and the director of the Tacoma School District's values education program marked the first meeting of the program's new citizen advisory council yesterday.

Mrs. Eleanora Ballasiotes, who asked the school board last month to reconsider the controversial program, argued that the public forum the council plans next week is not the hearing the board promised her.

Project Director Paul Sullivan told her she would have to take that up with the school board.

MRS. BALLASIOTES, WHO spoke for a group of parents concerned about the program, said the group wants the board itself to hear citizen reaction to the program.

"No way" would an advisory council forum satisfy that request, she said, contending the board members have "a moral responsiblity" to hold the hearing.

Sullivan said the board believes the council's hearing on the program would be "an adequate public forum for the community to express its concerns, since this council is supposed to be the community's voice in the program."

At any rate, the council went ahead with plans for a public meeting at 7:30 p.m. Tuesday in the fourth-floor boardroom of the Central Administration Building. Citizens will be allowed to express their concerns or questions about the program.

SULLIVAN SAID some of the controversy surrounding the program stems from misinterpretation of the original grant proposal for the project. That proposal has since been modified, he said, and a new "draft overview" of the program best explains what the district is trying to do.

The eight-page document is available through the project office at the Central Administration Building.

According to the district, the three-year, federally funded $1.2 million project is designed to train teachers in ways of stimulating "ethical reasoning" in students.

Critics have charged the program promotes "ethical humanism" at the expense of tradiional religious values.

TNT

4/22/76

A-4 Tacoma, Wed., Apr. 28, 1976 The News Tribune

Values education program blasted

By DAVID SEAGO
TNT Education Writer

The Tacoma School District's new values education program was lambasted last night by critics who described it as "experimental garbage" and a "gross invasion of privacy."

More than 125 persons, most of them opposed to the program, filled the Central Administration Building auditorium for a hearing by the program's citizen advisory council.

Twenty persons spoke during the two-hour session, and only two were clearly sympathetic. Many of those objecting to the program cited religious reasons.

Project director Paul Sullivan, who tried to avoid debating with the critics, said the federally funded program is designed to increase student awareness of moral issues and to develop decision-making abilities.

"We don't intend to usurp the role of parents and the family, but schools can play a role in developing ethical reasoning," he said.

LIKENING THE program to "civics education," Sullivan added, "We're really teaching the principles of the U. S. Constitution . . . it has enormous implications for providing tools for living in a democratic society.

The three-year, $1.2 million program, formally known as "The Ethical Quest in a Democratic Society," is almost totally funded by the National Endowment for the Humanities as a state and national model.

Local labor leader Lawrence Petreski complained "there are no moral absolutes in this program. This goes against my rights as a Christian.

"Let the parents teach ethics. What we want is the fundamental, basic education, and leave out the experimental garbage."

Melvin R. Rogen, an attorney, dismissed the educational theories behind the program as "a bunch of jargon and gobbledygook" and said people should be suspicious of anything federally funded.

"I suspect you may have sold out for the money," he said. "The new government religion seems to be ethics and humanism from the same wonderful people who took God out of the schools. All we need is to put God back in the schools."

Kathleen Skrinar called values education "a gross invasion of student and parental privacy" because students must discuss intimate and personal beliefs.

EVEN MEMBERS OF the citizen advisory council appeared to have mixed feelings about the program.

"Statewide, people are saying that professional educators should get back to the basics," said Mrs. Eleanora Ballasiotes. "Instead they seem to be going in the opposite direction by adding more things."

She cited the district's "shockingly low" scores on basic skills tests and said the district's "real value should be literacy."

Attorney Bradford Gierke, another council member, said "It's going to take a lot more study before I'm ready to buy this (program)."

But he said there is no question there has been a moral breakdown in American society, and the Watergate scandal was evidence of this.

"The church and the home have failed," he added. "I'm not sure the schools should step in, but I am saying the home and church need to strengthen their roles."

Values education starts shouting at school meet

By DAVID SEAGO
TNT Education Writer

Critics of the Tacoma School District's proposed values education program turned a school board meeting into an angry shouting match yesterday.

A couple of heated, finger-pointing exchanges between critic Melvin Rubin and school directors Norman Anderson and David Tuell Jr. overshadowed the day's main development:

District administrators announced they've given a tentative go-ahead to efforts to designate one or more city elementary schools as places where "fundamentals" will be emphasized.

Assistant superintendent Richard Manion said he will consult with elementary-school principals in the next few weeks and try to name the selected schools by May 27.

YESTERDAY'S FIREWORKS started when Mrs. Eleanora Ballasiotes rose to remind the board of "a moral obligation" to hold a board hearing on the controversial values program.

A hearing held last week by the program's advisory council did not fulfill the board's earlier promise to hold a hearing, she insisted. She accused the board of using the council as a "buffer between taxpayers and their duly elected officials."

The sudden switch of topics discomfited board members because discussion during a special meeting is legally restricted to topics announced in advance—in this case, to proposals for "basic" schools.

Then Rubin rose to point out what he called "a basic contradiction between returning to basic education and starting a new and experimental, nonbasic program like values education."

He accused the board of "government in secret" for failing to hold its own hearing on the values program.

Whereupon Dr. Anderson angrily retorted:

"IF YOU THINK we've been meeting in secret, you've got a problem, buddy."

School Board president Adele Durkin gavelled for order as Rubin and Anderson started shouting across the table. A few minutes later she gaveled down a similar exchange between Tuell and Rubin.

Mrs. Ada Goodnight, another critic of the values program, added another twist by advocating the use of McGuffey's Reader in basic education and attacking "psycho-behavioral" public television programs such as "Sesame Street."

Before the meeting veered into values education, the board members expressed general support for special schools emphasizing basic education—a proposal made last month by Tacoma engineer and businessman Dr. Arthur Anderson.

It was not determined yesterday whether the district would designate entire elementary schools for such an approach or install special programs within existing schools. Norman Anderson indicated he prefers the latter approach.

TNT

5/4/76

School plan termed 'unethical'

The News Tribune Tacoma, Fri., Mar. 12, 1976 • A-7

By DAVID SEAGO
TNT Education Writer

Calling it an "unethical" indoctrination in "humanism," a critic asked the Tacoma School Board yesterday to reconsider acceptance of a new $1.2-million values education program.

Mrs. Eleanora Ballasiotes said the program is based on the educational philosophies of John Dewey, who she described as "an atheistic humanist."

Mrs. Ballasiotes, who said she was speaking for 35 to 40 citizens concerned about the program, asked the board to hold a public hearing on the program within six weeks' time.

Although board members indicated their support for the program last night, they agreed to the hearing. Supt. Alex Sergienko said one probably will be held in April.

THE THREE-YEAR program, almost totally funded by the National Endowment for the Humanities as a state and national model, was approved by the board last summer.

Called "The Ethical Quest in a Democratic Society," the program aims to stimulate ethical reasoning and moral development in students, program director Paul Sullivan told the board.

The basic method is introducing studies of moral dilemmas or conflicts in social studies or English ecurses, on the theory that thinking about such conflicts causes students to become more sensitive to moral issues.

"It might better be called the 'Unethical Quest in a Democratic Society' because it represents only one set of values," Mrs. Ballasiotes charged.

That set of values, she added, is ethical humanism as promoted by Dewey, a leading American educator and philosopher of the first half of this century.

Dewey called religion a failure and proposed a new code of ethics to replace world religions, she claimed.

"IT IS NOT free of indoctrination becausthe whole program is prejudiced to begin with," Mrs. Ballasiotes said.

Sullivan said teachers would avoid indoctrination of values in the schools.

"We're going to be carefully watched and we're not going to overstep the bounds of what should be taught in the schools," he said. "But we cannot deny that the schools need to teach these things."

The Watergate scandals, the recent payoff scandals involving large corporations and the rejection of traditional values by American youth all point to the need for values education, he said.

Mrs. Ballasiotes noted that the assumption behind the program is that the home and church have failed. to teach young people values.

"HOW DID the education industry insulate itself from the destructive winds that rendered the rest of us so ineffective in teaching values?" she asked.

Director Frank Gillian replied:

"It's not a case of trying to take anything away from the parent and church. We want the parent and the church to join hands with the schools to do something about the problem."

The News Tribune Tacoma, Wed., May 12, 1976 B-15

Education values plan board topic

The Tacoma School District's new values education program will be up for discussion at a meeting of directors which begins at 8 p.m. tomorrow in the fourth floor auditorium of the Central Administration Building.

The program drew sharp criticism at a hearing of a citizen advisory council last month and eight persons have asked to address the board on the subject tomorrow night.

Most objections are based upon religious grounds, invasion of privacy and interference with basic fundamentals.

The program, officially known as "The Ethical Quest in a Democratic Society," is designed to increase student awareness of moral issues and to develop decision-making abilities on ethical issues.

The three-year, $1.2 million program is almost totally funded by the National Endowment for the Humanities as a state and national model.

In other action tomorrow night, the board will consider a proposal to change attendance boundaries of Truman and Point Defiance elementary schools to relieve heavy enrollment at Truman school.

The board also is expected to appoint Dr. Roger J. C. Meyer as administrative director of the division of health for the coming school year. The appointment will mark the end of a six-month, nationwide search to find a replacement for Dr. Orvis Harrelson, who resigned last fall to become medical director for the Weyerhaeuser Co.

A study session at 7:30 p.m. precedes the regular board meeting.

School district not likely to drop values education

By JOHN BAILEY
TNT Staff Writer

Tacoma School District's new values education program may be altered, but it's not likely to be dropped, directors indicated here last night.

"The board has already voted on this and it's already in effect," said board member Frank Gillihan after an emotional hearing at which the program had been variously described by concerned parents as indoctrination, social experimentation and mind manipulation.

"Many agree that it is a good program, including me," Gillihan said. "I will deliberate (on comments) but you haven't made me change my mind."

Another board member, J. L. Bose, called for further study to improve or expand the program.

"If we can talk about humanism, we should be able to talk about God," he said. "We should get the Creator into the system . . . and other viewpoints expressed here tonight."

But director David Tuell Jr. urged greater familiarity with the program and its concepts.

"Some misconceptions of what the program will or will not be here were concerns I had," Tuell said. "Some originated with the grant application which included some things which will not appear in our system.

"Basics do not have to suffer from a program that teaches thinking processes."

At Tuell's suggestion the board called for continued public meetings by a citizen advisory council which has explored merits of the program and further consideration by the board next month.

At that time school officials are to cite examples of how the program is being implemented in the classroom.

A major concern expressed last night and in previous criticism was interference with basic academics.

"What's happened to our National Merit Scholars?" asked Fircrest resident William Martyn. "We've slipped—by any measure. We have a long way to go to get back to superior ratings in national standards we had 10 years ago."

He and others expressed fear of government-sponsored moral values and a philosophy forced onto school districts by the state.

"There is a serious risk of imposing values of the vocal minority on the rest of the class," Martyn said.

Another Fircrest resident, J. Kelley Arnold, said, "It's unconstitutional, unwarranted and unwanted. Values can not be taught but must be learned."

David P. Stocker questioned, "Will the program produce the desired result or drive children away from moral standards and into the mores of their peers?

The News Tribune

5/14/76

"This is rationalization, not thought development. The result is conformity. When we get widespread conformity we can be told as a nation what to do and we'll obey.

Robert R. Comenout Sr., an Indian tribal leader, said, "We have suffered great loss from government-imposed values. We have survived by retaining our moral and ethical identity."

But not all comments were bad. One mother described the program as an intellectually stimulating experience for her child and another said it helped answer such questions as cheating, what to do with money found on schoolgrounds and telling on others who have done wrong.

Attorney Bradford Gierke, who served on the citizen advisory council, also supported the program.

"This is a more complicated society and requires a different education than we enjoyed 20 to 30 years ago. Reading, writing and arithmetic in the space age is not enough," he said.

"Literacy does not magically endow a person with ability to think," said LaVonne Davidson, a teacher at Whittier School.

And Michael Hanlon, a former Army intelligence officer with a master's degree from Pacific Lutheran University, said, "We hope to produce more intelligent students. To do so we must ask more intelligent questions.

"Some of them will involve moral issues."

TACOMA REVIEW
May 19, 1976

Citizens question new school program

In one of the most emotionally-charged and well attended school board meetings to be held in some time, approximately 150 citizens turned out to hear arguments for and against "The Ethical Quest in a Democratic Society" last Thursday.

Local residents such as Melvyn Rubin, an attorney whose children attend private school, called the ethical reasoning program "indoctrination."

"What is wrong with a basic education combined with the teaching of Judeo-Christian morality?"

Program Director Paul Sullivan disagrees with Rubin's charge. "It does not compromise basic skills." In an interview Monday, Sullivan called the project a "new way" to develop needed skills where children could "learn better because they're more interested."

"Ethical issues have been there since schools began. We can't teach specific religious doctrine," Sullivan continued. "But schools really do have a role to play when it comes to presenting the ideals of a democratic society."

Another criticism levelled at the "ethical quest" program is the influence of peer pressure. At Thursday's meeting, David P. Stocker, a parent, stated that the project would "urge students to conform to the morals of their peers," calling the process"mind manipulation."

Sullivan acknowledges the presence of peer pressure both in and out of the classroom. He added, however, that the stimulation of thinking and reasoning processes would undoubtedly encourage more students' participation in discussion, thereby lessening the impact of a particularly forceful student.

The new director also countered arguments which stated that the "ethical quest" approach would be forced on students. "We'll make sure that a particular school won't be saturated with only teachers trained in the project. "A choice will be available," he added.

Civics equals values in an ethical quest

A "new form of civics education" is just one of many ways "The Ethical Quest in a Democratic Society," a new Tacoma School District project, has been described.

Although in the planning stages for two years, Tacoma only recently received $215,000 from the National Endowment for the Humanities through the office of the Superintendent of Public Instruction for implementation of the plan through 1978.

If, after three years, the program proves workable in Tacoma schools, it will be offered to other districts in the state.

The "ethical quest" is designed to "stimulate the development of ethical reasoning for children at all grade levels...focusing on reasoning and on decision making processes," according to its director, Paul J. Sullivan.

The program won't be offered as a separate area, but rather incorporated into already existing subjects which contain ethical issues.

The district's pioneer effort has attracted considerable attention including both criticism and praise from different segments of the local community as well as the surrounding area.

As a result of Thursday's meeting, School Superintedent Alex Sergienko will present a report at the June 24 school board meeting including specific examples of program implementation in the schools. Input from the Citizens Advisory committee for the new program will continue to be presented to the district administration prior to that date.

The project is based in part on the research and ideas of John Dewey, American educator and philosopher, Jean Piaget, Swiss psychologist, and Lawrence Kohlberg, American psychologist.

"Common to these people's thinking is the belief that each individual has a particular way of thinking, a structure of thought, which he uses to interpret and understand his experiences," Sullivan explains in an overview statement of the project.

Ethical issue theories from professors of education Jim Shaver of Utah State and Boston University's Paul Nash will also be included as part of the program.

Twenty two teachers from two elementary, three junior high and three high schools have been involved in the initial planning of the "ethical quest."

So far, project implementation has taken place mostly outside the classroom—with curriculum development and teacher inservice training.

In three years, the district expects to involve four or five hundred teachers in the program. Only those teachers who wish to will participate in the project.

The federal funds allocated for Tacoma's "Ethical Quest in a Democratic Society" will be used for Sullivan and his two staff members, and in-service training time for teachers, curriculum material, workshops and other related expenses.

Dr. Sullivan has spent four years researching and developing curricula in the area of ethical reasoning. He did his undergraduate work at Columbia University, received his master's degree from Harvard and his doctorate from Boston University. Before coming to Tacoma early this year, he taught for nine years in the Newton, Mass. public schools.

Classroom ethics ‘nothing new’

By Mary Wilbert-Smith

—What do I do if I know my friend is stealing?

—What were some of President (John F.) Kennedy's options prior to the Bay of Pigs invasion?

—When is it okay to cut in the front of the line?

—Describe the internal conflict of the central character in the story.

"Ethical quests" have never been absent from the classrooms, according to some of the teachers already participating in the new ethical reasoning project, which is being introduced in the Tacoma School District this year.

Funded by a grant from the National Endowment for the Humanities, "The Ethical Quest in a Democratic Society" is presently being incorporated by 22 teachers into regular subject areas in five schools.

At the end of three years, the district plans to have several hundred teachers in all the Tacoma schools trained in the approach.

In its practical application, Bob Rife, a history and English teacher at Henry Foss High School, doesn't use words like "values" or "ethics."

"We've already dealt with how decisions are made," Rife stated after school Monday.

A veteran of the Air Force, Gray Junior High, Mt. Tahoma High Schools, Rife has been teaching for 17 years.

If such issues were handled by teachers and students in the past, why introduce a program dealing with the process now?

"It gives us more structure and direction to bring things together—a focus," Rife replied.

"It also helps those teachers who have not been doing it to see how it can be done."

How does he apply it?

In his English classes, Rife gives assignments dealing with a dilemma or conflict presented in a story being studied.

"It's an excellent technique for developing reading, writing and discussion skills. Students learn how to listen as well as how to paraphrase."

"This approach doesn't take away from basic skills either. Good writing is good thinking," Rife added.

"It makes history more meaningful to see how conflicts have been resolved, and what that decision means. It becomes apparent that our system of government is bigger than any one person," the history teacher stated.

Similar discussion techniques take place on an elementary level as well.

At Whittier School, LaVonne Davidson and Joyce Myhre became interested in the project because of the "political climate." Mrs. Myhre was also concerned about an increase in vandalism in and around the school building.

"Children break rules because they don't see reasons for them. Usually they're kept only to avoid punishment," Mrs. Myhre stated.

Mrs. Davidson added, "Children spend a great deal of time deciding the rules for new games. Why have rules in a game?"

The second and third grade teacher explained that discussing the consequences of breaking rules gives the class an opportunity to hear from professionals such as police officers, as part of the discussion process.

A teacher for 10 years, Mrs. Davidson has taught in six elementary schools in the Tacoma school district. Mrs. Myhre taught at a school in West Virginia, Annie Wright Academy and Stanley Elementary School before coming to Whittier for a total of nine yars.

Both teachers have utilized the technique of small group discussion where ideas are written down and oral explanations are given by students.

Rather than excluding religious concepts as some critics of the project have charged, Mrs. Davidson sees the "ethical quest" as the "only chance to bring religion into the classroom. It becomes an arena to share and explain church and home views."

Although the two Whittier teachers have only implemented the program on a small scale so far in their classrooms, both agree that it has already helped them become "more exciting teachers."

TACOMA REVIEW May 19, 1976

BUDGET STATEMENTS

BUDGET STATEMENT FOR PROJECT

(This information was received from Gloria Clemens, Federal Projects Officer of the Superintendent of Public Instruction, State of Washington, July 3, 1979.)

FEDERAL SUPPORT

		Approved	Received
1975	Preliminary Planning Grant From N.E.H.	$ 35,000.00	$
1975-76	First Grant from N.E.H. (2-75 to 1-31-76; Extended on 2-76 to 12-31-76)	215,000.00	248,416.62
1977-79	Second Grant from N.E.H.	249,620.00	**209,346.02*
	Total Authorized and Received	$499,620.00	*$457,762.64*
1979-80	*Grant Extension to Aug. 31, 1980* *TOTAL RECEIVED OR REQUESTED* *Bal. Unused*	*($ 40,190.00)*	*$ 39,500.00 (Est.)* *$ 497,262.64*

STATE SUPPORT

	Taken from State Proposal to N.E.H.	Proposed Contribution	Received
Nov. 1, 1974	(Hard match contingent on Washington State 1975 legislative funding.)	$279,645.00	0
	Soft Match	20,355.00	
		$300,000.00	

LOCAL SUPPORT

(The following information was received from Judy Cito, Business Office Accountant, Tacoma Public Schools, August 7, 1979.)

		Proposed Contribution	Funds Approved and Dispersed
1975-76	Hard Match	$140,000.00	
	Soft Match	13,800.00	
	Indirect Costs	173,297.00	
1976-77		$327,097.00	1,027.40
1977-78			10,272.76
1978-79			977.22 to date
	TOTALS TO DATE		$ 12,277.38
1979-80			*$ 0*

Additional in-kind local support contributions should be assumed that covered such items as heat, light, janitorial service, business office clerical services, other administrative time beyond that funded for the project, etc.

** Italics - August 1980 Update Information*

TACOMA PUBLIC SCHOOLS
Del Cross, Acting Superintendent

OFFICE OF RESEARCH & EVALUATION
Dr. Leonard Holden, Coordinator
August 28, 1979

A PROPOSAL FOR DESSEMINATION ACTIVITIES IN CONNECTION WITH THE ETHICAL QUEST IN A DEMOCRATIC SOCIETY

Project for

1979 - 1980

TOTAL $

1. Plan and conduct three major one day Saturday workshops for 50 people each. These could be held sometime between September 22nd and November 17th. Teachers attending would receive five hours of extended contract pay at $10.54 per hour.

   The workshop would include:
   - Evidence of need for values education
   - Theoretical bases for values education
   - Content/curriculum materials
   - Instructional methods and techniques
   - Evaluation - current state of the art & needs
   - Demonstrations and displays

   BUDGET EST. 750 hrs.X $10.54 = $7,905.00 plus 20% fringe benefits = $1,581.00. 9,48
   (Custodial) 15 hrs.X $11.00 = $ 165.00 plus 50% for overtime = $82.50, and 20% for fringe benefits = $49.50. 297

2. Hire as leaders for the workshops twenty-two (22) of the previously trained (2 and 3 year) Ethical Quest teachers. Seven or eight of them would conduct each of the workshops and would receive extended contract pay for ten hours of preparation and leadership time.

   Persons to consider:

ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
Jann Wetsch	Tom Reynolds	Bob Rife Dean Mellor
Lynda Smith	Chris Hanson	Sally Granquist
Gerald McNamara	Jim Smith	Ken Pratt
Daryl Smith	Betty Nylander	Paul Martin
Marian Pratt		Dick Sears
Mary Trier		Margaret Clogston
Bonnie Davidson		Frances Bentley
Joyce Myhre		Doug Whitaker
Janice Thorne (on maternity leave)		Charles Yenter
		Alice Hurley (Bellarmine)

   For these or other presently trained staff an additional ten hours of extended contract time is written into the proposed budget for their assistance with other training and public dissemination activities noted later in this proposal.

   BUDGET EST. 22 teacher trainers each with 20 hours extended contract time @ $10.54 per hour = $4,637.60 plus 20% fringe benefits = $ 927.52. 5,56

3. Make available for new teachers' use up to 15 feature length rental films for inservice classroom skills development. Films will be chosen from the best of those used by trained Ethical Quest teachers. 1,20

   BUDGET EST. 15 films averaging $80.00 rental each = $1,200.00

TOTAL $

4. Oversee the printing and distribution of additional copies of previous reports about the Ethical Quest project, and the production and distribution of additional copies of grade/subject collections of values education materials created by staff members in the project.

BUDGET EST. $2,000.00 for printing and mailing costs — 2,000

5. Plan and hold a three hour evaluation and sharing session for the benefit of the twenty-one members of the Citizens Advisory Council for the Ethical Quest Program and the core teachers who participated in the project since its inception.

BUDGET EST. Extended contract time is covered in Item No. 2 mentioned earlier.

6. Arrange for additional training time to teach instructional skills that appear to function well in the values education area. Some of the teachers (1-year) in the program the last year felt they did not get the full training they sought, and some of the new 150 personnel to be reached this year will want additional help beyond that received in one five hour workshop. In lieu of released school time for this training it may be necessary to gather students together evenings or Saturdays for demonstration sessions.

BUDGET EST. Extended contract time is covered in Item No. 2 for trainers. Fifty trainees requesting additional training (est.3 hrs. each) @ $10.54 per hour = $1,581.00 — 1,581

7. Write 1979-80 year-end reports for the National Endowment for the Humanities and for the Tacoma Public Schools.

BUDGET EST. This would be a part of the dissemination coordinator's responsibilities.

. Hire consultants as needed.

BUDGET EST. For honoraria = $750.00; for travel = $500.00 — 1,250

9. Order books, pamphlets, games, etc., and oversee budgetary expenditures.

BUDGET EST.

Books, games, etc. =	$300.00	
Office supplies	150.00	
Local travel	400.00	1,650
Extended travel	800.00	

NOTE: These suggestions for further Ethical Quest activities have evolved only in the last few days when it was found that the unspent funds would be available for our use to June 1980. They are subject to modification as others see fit.

10. Employ someone to coordinate and expedite the activities described above. — 14,256

BUDGET EST. One person at .40 of $29,700 = $11,880 plus 20% fringe benefits = $2,376.

Leonard Wm. Holden

Leonard Wm. Holden

Del Cross

Del Cross, Acting Superintendent

Funding Code:

SUMMER ○ Yes ○ N

State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia

BUDGET SUMMARY

REVISED
PROJECT BUDGET SUMMARY FOR The Ethical Quest in a Democratic Society
Federal Title Designation

TACOMA SCHOOL DISTRICT NO. 10
Name of Agency

P.O.Box 1357, TACOMA, WA 98401
Address of Agency

PIERCE
County

Budget Period:

Beginning Sept. 1, 19 79

Ending Aug. 29, 19 80

Date Submitted April 28, 19 80

	Activity	SALARIES Certificated Obj. 2	 Classified Obj. 3	Employee Benefits Obj. 4	Supplies & Materials Obj. 5	Instr. Materials Obj. 5	Contracted Services Obj. 7	Travel Obj. 8	Capital Outlay Obj. 9	TOTAL EXPENDITURES
ADMINISTRATION	100									
INSTRUCTION	200	27,142	704	2,316	635	500	2,450	2,000		35,747
FOOD SERVICES	400									
PUPIL TRANSPORT. SERVICES	500						600			600
OPERATION OF PLANT	600		248	50			250			548
OTHER SERVICES	700	--					2,500			2,500
									SUB-TOTAL	39,395
									INDIRECT COSTS	795

REMODELING AND FACILITIES ACQUISITION

EXP. CODE		
64-9	Remodeling	
64-9	Portable Classrooms (Lease Purchase)	
64-9	Mobile Classrooms & Service Units	
64-9	Equipping Buildings	

TOTAL PROJECT BUDGET 40,190

Note: Shaded areas are for state use only
FORM SPI F-125 (Rev 2/80)

EXPENDITURE DETAILS OF PROJECT BUDGET

Expenditure codes should be derived from or consistent with ACTIVITY & OBJECT per Accounting Manual for Public Schools of the State of Washington. Details herein are to be summarized and entered on Form P-125 - BUDGET SUMMARY.

The Codes that occur most commonly are prelisted herein: space is provided for inserting position title or designation of type of personal service for unusual situations.

rt I - Salaries and Wages assification of Assignments	Exp. Code	Number of Employees Regular Total	 F.T.E.	 Summer Total	 F.T.E.	Total Salary	Employee Benefits
DIRECT COSTS OR ADMINISTRATION:							
Indirect Costs OR	10-0						
Direct Administration	13-						
INSTRUCTION:							
Director/Supervisor &	21-2	1	.40			12,672	1,184
Clerical (Extra hours)	21-3					704	96
Teachers:							
Extended Hours;workshops	27-2					14,470	1,036
	27-2						
	27-2						
Substitute Teachers	27-2						
Teacher Aides	27-3						
Guidance - Counseling	24-2						
Psychologist	25-2						
Home Visitor or Attendance Counselor	23-3						
Health Services	25-2						
FO SERVICES: - Lunchroom	44-3						
PUPI_ TRANSPORTATION: - Drivers	52-3						
OP ATION: - Custodial	63-3	2				248	50
					TOTALS	28,094	2,366

RT II - Non-Salary Expenditures	Expenditure Code	AMOUN
SJECT 5 - SUPPLIES & MATERIALS*		
Instructional Supplies & Materials for students	27-5	100
Postage /Office supplies	21-5	135
Parent Advisory Committee	21-5	
Resource Books, magazines, etc	21-5	400
TOTAL		635
OBJECT 6 - INSTRUCTIONAL MATERIALS		
Text Books	27-6	500
Library Books	22-6	
Audio Visual Supplies & Materials	22-6	
TOTAL		500
OBJECT 7 - CONTRACTUAL SERVICES		
Education Consultants:		
Evaluation & Monitoring days @ $ per day	21-7	
Inservice Education 5 days @ $250 per day	21-7	1,570
Other 2 days @ $160 per day		
Maintenance & Repair of Equipment	20-7	
Medical Services	25-7	
Utilities & Fuel	65-7	
Telephone	65-7	250
Rental:		
Film Rental 11 @ $80.00 each (for classroom use)	22-7	880
Instructional Equipment	27-7	
Building or Space	66-7	
Parent Advisory Committee	21-7	
Miscellaneous (Identify) Printing	73-7	2,500
Field Trips	59-7	600
TOTAL		5,800
OBJECT 8 - TRAVEL		
Director	21-8	1,400
Staff & Inservice Workshops	27-8	600
Consultants	27-8	
Counselor	24-8	
Parent Advisory Committee	21-8	
TOTAL		2,000
OBJECT 9 - CAPITAL OUTLAY		
Equipment (Itemize below):		
	-9	
TOTAL		

* List in generalized categories such as,
Food (42-5), Gasoline (52-5), Instructional Materials (27-5), etc.

TOTAL $ 8,935

FORM SPI 7-125 (Rev.2/80)

WORKSHOP PROCEDURAL DOCUMENTS

Tacoma
Public
Schools

Staff Bulletin

Tacoma, Washington November 16, 1979 Vol. 13, No. 11

PUSH/EXCEL endorsed by teachers

TACT building representatives recommend that teachers give recognition to, participate in and support the PUSH/EXCEL program.

According to Diana Landahl, TACT president, the executive council made the recommendation to the building representatives who in turn voted last week.

"This endorsement goes right along with the true spirit of the whole program," says Rock Thomas, adding that students need a lot of encouragement and motivation to learn. Thomas coordinates the district's PUSH/EXCEL program.

Young Authors' Conference changes

"The date of the Young Authors' Conference is changed to March 13 to accommodate elementary conference days," announces Ray Roussin. The conference for students in grades 1-6 and 7-9 will be held at the University of Puget Sound.

Six elementary students and three junior high students can be selected to attend the conference. Students from our district will pay **no registration fees;** in addition, the district will provide a substitute for one teacher from each building to attend the all-day conference.

Students selected as representatives from their schools will share a day with other young writers and with Zilpha Snyder, author of many children's books.

The deadline to enroll is Jan. 11. Call Roussin at 593-6936.

Special ed materials fair set

A special education materials fair entitled "Something Special" will be held from 10 a.m. to 5:30 p.m. Dec. 3 and 4 in the auditorium and board room at Central.

The event is designed for educators, parents, students and friends who are interested in special education learning materials. To date 30 commercial and non-commercials displays will be represented.

The fair is sponsored by pupil personnel services and the Council for Exceptional Children.

Memo to All Staff

The entire United Way campaign has been extended for three weeks. This was done because the goal of $3,000,000 has not been met.

If you have not responded to the opportunity to be a part of meeting community needs, please contribute to the campaign.

Pledge cards or checks should be sent to Loyd Orne at Central.

Would you extend a helping hand?

—Willie Stewart
United Way Education Division
Chairman

Moral/ethcial education training offered as staff development

Three five-hour Saturday workshops on current theories and practices in moral/ethical education will be held from 9 a.m. to 3 p.m. Dec. 8, Jan. 12 and Feb. 9 at Foss.

The purpose of the workshops, according to Leonard Holden, coordinator, office of research and evaluation, is to expand the number of staff members who have a basic working knowledge about this area of education. Participants will also have limited opportunity to order or rent values education materials suitable for classroom use or for their building library or resource center.

Funds for the workshops are from what remains in The Ethical Quest in a Democratic Society education project. Richard Hersh, associate dean from the University of Oregon's school of education, will be the keynote speaker at the workshops.

Holden explains that as time and funds permit, moral/ethical education training will be available on a first-come, first-served basis for approximately 50 of the staff members who attend one of the workshops mentioned above. Applications for participation will be sent to individual school buildings.

Reminder of meetings

All meetings listed below are at the Central Administration Building unless otherwise indicated. Abbreviations used are Audiovisual Center (1st floor)—AV; Auditorium (4th floor)—Aud; Board Room (4th floor); Conference Room (7th floor); Instructional Improvement Center (3rd floor)—T321L, Large Area; T321LC, Center Area; T321S, Small Area; PTSA Office, Room 310 (3rd floor); Pupil Personnel Services Conference Room (4th floor)—PPS; Room 206 (2nd floor); L.H. Bates Vocational-Technical Institute—BVTI; To be announced—TBA.

Monday, March 17

8:30 a.m.	ECE/Educational Component, T321C
2:30 p.m.	Jr. High Library/Media Specialist, T321C
3:30 p.m.	Language Arts Committee, Room 310
3:45 p.m.	URRD Liaisons & Assistants, T321L
3:45 p.m.	Audiovisual Preview Group, AV
7:00 p.m.	URRD Hearing, Auditorium
7:30 p.m.	PPS Advisory Council, Board Room

Tuesday, March 18
VOTING DAY: POLLS OPEN 7 a.m. to 8 p.m.

1:30 p.m.	Social Work Staff, T321L
3:00 p.m.	Child Study Staff, Board Room
3:15 p.m.	Senior High Social Studies Department Chairmen, Room 310
3:15 p.m.	Physically Handicapped Staff, TBA
3:30 p.m.	LD & Larchmont Diagnostic Center Staff, T321C
3:30 p.m.	Language Arts Committee, Auditorium
3:30 p.m.	Jr. High Girls' Basketball Coaches, Room 303

Wednesday, March 19
60-day Attendance reports due in business office

9:00 a.m.	Creative Writing, Room 206
9:30 a.m.	Head Start Policy Committee, T321L
10:30 a.m.	Superintendent's Meeting with PTSA, 8th floor
12:30 p.m.	Creative Writing, Room 206
4:00 p.m.	WSU Student Teachers, Room 310
7:00 p.m.	PPS Advisory Council/Plain Talk Series, Board Room

Thursday, March 20

10:00 a.m.	Administration Desegregation Committee, Conference Room
1:30 p.m.	Senior High Principal's Planning Committee, Room 302
2:30 p.m.	School Nurse Staff, T321L
3:30 p.m.	Language Arts Committee, Room 310
3:30 p.m.	Jr. High Wrestling Coaches, Room 303
3:30 p.m.	Title IX Sex Equity Advisory Committee, Mason
3:30 p.m.	Jr. High Principals' Meeting & Dinner, TBA
7:30 p.m.	TAES Meeting, Manitou Improvement Club

Friday, March 21

8:30 a.m.	Staff Development Council, T321C
8:30 a.m.	Elementary Library/Media Specialists, T321L
12:30 p.m.	PUSH/EXCEL, Room 310
2:00 p.m.	RAP, T321L

The United Way
Thanks to You its Working

Personnel vacancies

Candidates for administration

Staff members who have an interest in appearing before the administrative screening committee (both secondary and elementary) for future promotion, should submit their application to the personnel office by April 11.

Interested staff should refer to pages 36 and 37 (Promotion) in the negotiated agreement.

Possible certificated vacancies - 1980-81 - (see p. 6).

*****

Staff members interested in being considered for transfer to one of the following vacancies are to notify the personnel office in writing by March 21.

Paraprofessional

Mt. Tahoma - Assistant - 7 hours per day - Handicapped Program

Stewart - Assistant - 7 hours per day - URRD - Secondary Tutoring Program

Remann Hall - Assistant - 7 hours per day - Basic Education Program

L.H. Bates Voc-Tech. (Court reporting class) Assistant - 7 hrs. per day - Vocational Program

Professional-Technical

Computer Operator - 12-month work schedule

Secretarial

Curriculum & Instruction - Grants Management Office - Secretary II - 12-month schedule

Staff Bulletin gets its values clarified

In answer to a question about the achievements of the Ethical Quest in a Democratic Society program printed in the March 7 *Staff Bulletin* (page 4), the complete wording of a state major educational goal was inadvertently omitted.

The correct wording of the statement should read as follows: "As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon those values within the framework of their rights and responsibilities as participants in the democratic process."

STAFF BULLETIN is published each Friday during the school year for the employees of the Tacoma School District, P.O. Box 1357, Tacoma, WA 98401. The district is required by Title IX of the Education Amendments of 1972 and the implementing regulations and Section 504 of the federal Vocational Rehabilitation Act of 1973 to a commitment of non-discrimination in all its educational and employment activities.

Board of Education: Frank J. Gillihan, president; Norman R. Anderson, vice president; J.L. Boze, Betty M. Drost, David R. Tuell Jr.

Acting Superintendent of Schools
Del Cross
Information Office
Harold Snodgrass, director
Kay Franks, assistant
Pat Flynn, editor, STAFF BULLETIN
Mary Wilbert Smith
ESD No. 121 associate

Announcements or communications must be received in the information office by 5 p.m. Monday to be included in the subsequent STAFF BULLETIN

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Superintendent's Advisory Council

Speed letter questioner asks about Ethical Quest program progress

Editor's note: The following questions were submitted in writing (speed letter) by staff members, and responses have been written by administrators. This question and answer process is part of the Superintendent's Advisory Council effort to insure that all questions and concerns are given full attention. The speed letter questions are in addition to those questions asked from the floor at regular meetings of the council.

Q. How has the Ethical Quest in a Democratic Society program progressed over the last three years? How much money has been pumped into this program and what 'goals' have been achieved? I want to see how the Tacoma School District justifies this program.

A. Len Holden, coordinator, Ethical Quest Project, answered. The Tacoma schools' Ethical Quest values education project is completing five years of operation under a $500,000 grant from the National Endowment for the Humanities, a tax supported agency of the federal government.

The first three years 65 teachers (K-12) received intensive training and education in moral/ethical theory, appropriate content identification and classroom teaching techniques. They were introduced to some of the leading national educators in the field of values education. Many of these staff members participated in the production of eleven guides or collections of materials published by our district for use in language arts, social studies, health and the humanities. There has been broad dissemination of these materials and teaching strategies throughout our district and across the country.

This final year of funding by NEH, 1[illegible]0 additional staff have been introduced to these materials, to value theory and teaching strategies by these trained members of our staff and the leadership of Richard Hersh, associate dean, School of Education, University of Oregon, author and authority in values education.

Goals achieved:

- We sought to do something about one of Washington State's major educational goals: "As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon (those) participants in the democratic process."
- We developed systematically and deliberately an awareness of values within the context of (language arts, social studies, health and the humanities) in the public school curriculum.
- We achieved partially, the development of a course or sequence of value-laden concerns that were felt to be appropriate from kindergarten through the twelfth grade.
- We introduced involved staff to five of the major value education theories (inculcation; cognitive moral development; scientific analysis; values clarification; and action learning) and taught strategies for their appropriate use.
- We identified and purchased some of the best publications and audiovisual materials available.
- We involved the community in this effort through a 21-member citizens advisory council to the Ethical Quest project.
- We sought to clarify values in staff and students and their commitment to act upon those values.

[illegible] total non-salary expenditures for

Staff Bulletin

Tacoma
Public
Schools

March 7, 1980

Tacoma, Washington

Vol. 13, No. 24

As a matter of further interest,
period from 9/1/78 through 12/31/78, we had spent $4,206,745 or 32.4 percent. If we assume that the abnormal situation in September of 1978 slowed our fiscal activity, and consider the average of the two periods (9/78 through 12/78 and 10/78 through 1/79), we have 33.5 percent or exactly the rate for 1979-80.

The information above is taken from official district financial statements and the work sheets are available.

(continued on p. 5)

Wapato Lake Kids Fishing Derby

May 4

Sponsored by the Tacoma Sportsmans Club

TACOMA PUBLIC SCHOOLS
Leonard Holden, Coordinator/Evaluator

THE ETHICAL QUEST IN A DEMOCRATIC SOCIETY
10-15-79

ETHICAL QUEST PLANNING SESSION - OCTOBER 1979

AGENDA ITEMS

1. Select some people to attend the Nov. 4-5-6 WERA Conference.
2. Meeting with members of staff to plan this year's program design. Sometime beteen Oct. 15 and 25, 1979

   PLANNING CONCERNS:

   A. Ethical Quest Workshops (3)

      Persons to teach
      Persons to be taught
      Places and times for the three five-hour sessions
      Program content: handouts, films, audiovisual, demonstrations, simulations, TV tape viewing, consultants if any

   B. Follow-up help for 1978 entries into program

      Where?
      What?
      How?
      When?

   C. Materials we'd like to order, rent, purchase, consume--consumables, supplies, etc.

   D. Meeting(s) with Citizens Advisory Council for the Ethical Quest project and staff members of the Ethical Quest project.

      Where?
      When?
      What to do?
      Who should participate?

   E. Dissemination Activities

      Requests for materials
      Requests for presentations
      Articles to consider writing

   F. 1979-1980 Evaluation Activities

      Methods
      Materials
      Frequency

3. Review of proposed budget and program as submitted to NEH and to the Tacoma School Board and Acting Superintendent.

LWH/10-79

TACOMA PUBLIC SCHOOLS OFFICE OF RESEARCH AND EVALUATION

PLANNING SESSION NO. 2
ETHICAL QUEST PROJECT

WORK DONE:

1) First planning session held October 23rd.
2) Dates set for workshops: December 8; January 12; February 9 (all Saturdays)
3) Place for sessions cleared: Henry Foss High School Recource Center area
4) Applications sent out and Staff Bulletin announcement made as of November 16th; applications due back by November 27th; selection of participants to announced by December 1st.
5) 23 previous Ethical Quest participants invited to assist with training.
6) Dr. Richard Hersh invited to speak at Dec. 8th workshop; will present an overview picture and major theory models extant. Has accepted.
7) Some materials have been ordered.
8) Our financial plan for the year has been approved and is operational.

WORK TO DO:

1) Count, sort and select participants from applications received.
2) Determine the trainee makeup of each Saturday workshop group--grade, subject, school, sex, past experience in program, etc.
3) Identify who will be the trainers for each workshop session, i.e., from our own staff and any outside guests who might be invited.
4) Select content, materials and procedures to be used at each work session, i.e.,
    a) elementary, junior high and senior high subject matter most appropriate and exemplary for the limited time we have available.
    b) handouts, reprints, paperbacks, films, video tapes, filmstrips, slides, teacher-made materials--items to purchase, rent, exchange, etc.
    c) discussion techniques, dilemmas, role playing, legalistic settings, group process, the class meeting, the just community, moralberry pie, etc.
5) Plan the time format and group physical-social arrangements we want, e.g., large group, small group, theatre area, one-to-one, etc.
6) Anticipate the amount of preparation time trainers will need, fairly and equitably distributed over the three workshops.
7) Plan what we can do or should do to be of further assistance to staff who entered the Ethical Quest project in 1978--visits, exchanges, demonstrations, videotape reviews, videotapings with self-evaluations, etc.
8) Begin thinking about what new materials we might like to develop in addition to products already completed.
9) Think about advanced training we might offer to selected staff appearing more interested and located building-wise to be most advantageous to program growth and expansion.
10) Begin plans to meet with Citizens Advisory Committee for one, two or more sessions.

LWH/11-19-79

TACOMA PUBLIC SCHOOLS
P. O. Box 1357
Tacoma, Washington

DATE: Nov. 29, 1979

INTER-OFFICE MEMORANDUM

SUBJECT: ETHICAL QUEST WORKSHOPS and PLANNING SESSIONS (Mon., Dec. 3, or Tues., Dec. 4) 3:30 P.M.

TO: Ethical Quest Teacher Trainers

FROM: Len Holden, Coordinator

1) Attached please find the more-or-less final agenda for next Saturday's first Workshop, December 8th. The finishing touches to our coooperatively arrived at plan include selection of a film and videotape to be shown during the 11-to-12 noon period. Three staff have not stated their major areas of emphases for small group activities.

2) If any of you have some books, magazines or other published materials you would like to display or would like me to order for your use and display purposes at the workshops, please let me know. I plan to have a table set aside for that purpose.

3) At the planning meeting on Monday or Tuesday, (to be held again at Foss) we should think about the use of space for the small group gatherings, who should handle the discussion period involving the film and videotape session (11 to 12 noon), the various and best ways the small group sessions might be handled, e.g. small groups of 4 to 7, rotating from one group to another, staying as a whole group and conducting session as a panel, etc., and what should be included in the evaluation form we will be handing out at the end of the day.

   You may think of other things I have not anticipated.

4) I will have a list of all persons to be in the workshops identifying them by school, grade/subject/service they provide in the district.

5) We need to start thinking about when we would like to meet again with the Citizens Advisory Committee to the Ethical Quest Project. Should we invite them to one of our Saturday workshop sessions?

Look forward to seeing you Monday or Tuesday afternoon at FOSS HIGH.

Len

Len

TACOMA PUBLIC SCHOOLS ETHICAL QUEST PROJECT - 1979-80

TASKS ACCOMPLISHED TO DATE:

1) Two planning sessions have been held--Oct. 23; Nov. 19

2) Dates have been set for the three Saturday workshops: Dec. 8; Jan. 12; Feb. 9

3) All three workshops will be held in the Resource Center Area, FOSS HIGH SCHOOL

4) The hours will be: 9:00 A.M. to 3:00 P.M. with a one hour lunch break.

5) Applications for the workshops were announced and sent out Nov. 16 with a deadline for return Nov. 27. More than 250 were returned! A maximum of 180 can be included under the budget limitations of this year's program.

The successful candidates for the one-day workshops have been selected They include approximately: high school - 26; junior high - 46; elementary - 114; vocational-technical - 7. Selection was made primarily on order of receipt of applications. Unsuccessful candidates will be reconsidered when and if we receive any cancellations before each of the workshops.

We will have between sixty and seventy people at each workshop session.

6) Materials: a) reprints of materials previous ethical quest trainees found especially useful are being made for distribution to all persons who applied for the workshops; b) a book display is being arranged and some new materials ordered; c) other handouts that may be useful to some people will also be available for the taking or by request.

Chalk board, overhead projector, 16mm projector and films will be on hand, as well as other audiovisual materials, including TV viewing facilities and tapes.

7) Personnel:

9 - 11 A.M. a) Dr. Richard Hersh, Associate Dean, School of Education, University of Oregon, and author of two books on moral/ethical education, will be the keynote speaker for the first workshop.

His responsibilities will include:
- I. An Overview of the Field -
- II. A Brief Review of the Major Moral Education Theory Models -
- III. A Demonstration with Children/Youth
- IV. A Discussion/Consultant Role - with whole group and smaller work groups

- 12 Noon b) A film and/or videotape viewing session with group being involved in a moral/ethical discussion as participants, then as observers of what happened. This period will include materials suitable for elementary and secondary classes.

12 - 1 P.M. LUNCH PERIOD.

- 2:30 P.M. c) Small group sessions.

ELEMENTARY	JUNIOR HIGH	SENIOR HIGH-VOC-TECH
Joyce Myrhe - Law Unit	Lee Landrud - Lit.	Frances Bentley - Lit.
Jim Bunnell - Total Environ.	Tom Reynolds- Soc.St.	Bob Rife - Communicative Arts
Marian Pratt - Reading Progs.	Chris Hanson - Lit.	Dick Sears - Dilemmas
Jann Wetch -	Jim Smith - Health	Doug Whitaker - Exchange Prog.
Lynda Smith -		Alice Hurley - Health
Jan Thorne -		Margaret Clogston - Teenage Parenting
Mary Trier - Reinforcement		Arline Walton - Spec. Ed.
		Ken Pratt - Soc.-Commun.Arts
		Dean Mellor - Soc.-Commun.Arts

2:30 - 3 P.M. d) Closing Session - Critique and evaluation of the day; plans for continuing contacts.

TACOMA PUBLIC SCHOOLS

DATE: Jan. 4, 1980

P. O. Box 1357
Tacoma, Washington

INTER-OFFICE MEMORANDUM

SUBJECT: Planning for the
Second Ethical Quest Workshop
To be held in the FOSS HIGH SCHOOL Resource Materials Center (RMC)
9:00 - 3:00 P.M., Saturday, JANUARY 12, 1980

TO:

FROM: Leonard Holden, Coordinator

This reminder is to let you know that a planning meeting will be held tomorrow, Tuesday, January 8, 1980, at 3:30 P.M. in the RMC at FOSS HIGH SCHOOL. We will try to finish our work in an hour.

If you are planning to be a part of the resource team helping with Saturday's workshop, it is important that you attend the planning session.

Thanks again for the energy and skills you have already given to this year's Ethical Quest effort.

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TACOMA PUBLIC SCHOOLS
P. O. Box 1357
Tacoma, Washington

DATE: January 31, 1980

INTER-OFFICE MEMORANDUM

SUBJECT: Planning Session for Third Ethical Quest Workshop

TO: All Ethical Quest Workshop Personnel

FROM: Leonard Holden, Coordinator/Evaluator
Ethical Quest Project

We need to meet and plan for our third and final new staff workshop to be held Saturday, Feb. 9th, 9÷3 P.M., in the Henry Foss High School RMC (Library). We are anticipating about fifty new staff at this session plus members of the Citizens Advisory Council for the Ethical Quest project; they have not been involved since 1976.

The Planning Meeting will be Tuesday, February 5th, in the same area as above at FOSS, between 3:30 and 5:00 P.M. I hope you can come.

AGENDA ITEMS

1) Reactions and suggestions based on the evaluation feedback from those attending the first two workshops

2) Special items to be considered in connection with the visit of the Citizens Advisory Council members, plus future meetings for, and with this group

3) The videotape-assisted values education course, EDUCATING FOR RESPONSIBLE BEHAVIOR, to be offered Feb.12th through March 20th, (12, 1½ hour sessions for 3 credits for $70.00 through Seattle Pacific University) - Should we make use of Ethical Quest personnel as part of the course?

4) Meetingsons values education being planned for principals--elem., jr. high and sr. high - how shall we put these sessions together?

5) Plans for rest of year for old EQ personnel, new personnel and next year for all of us

We have much we can do...

Len
Leonard

LWH

TACOMA PUBLIC SCHOOLS

ETHICAL QUEST PROJECT - 1979-80

FIRST WINTER WORKSHOP

Dec. 8, 1979
HENRY FOSS HIGH SCH.
9:00 A.M. - 3:00 P.M.

LEADERSHIP PERSONNEL

CONSULTANTS:

Dr. Richard Hersh, Associate Dean, College of Education, Univ. of Oregon

Alice Hurley, Health Educator, Bellarmine High School, Tacoma (She will assist at both the junior and senior high level.)

TACOMA SCHOOL EMPLOYEES:

(Elementary School)

BOZE Jann Wetch
Lynda Smith

N.E. TACOMA Jim Bunnell
Marian Pratt
Mary Trier

WHITTIER Joyce Myhre

(Junior High)

HUNT Tom Reynolds

(Senior High School)

FOSS Bob Rife
Dick Sears
Dean Mellor

MT. TAHOMA
Margaret Clogston

WILSON
Frances Bentley
Carolyn Landrud
(Assisted at both Jr. & Sr. levels)

CENTRAL SCHOOL Leonard Holden,
Coordinator/Evaluator

LWH/12-4-79

Leonard Holden
Coordinator

TACOMA PUBLIC SCHOOLS

OFFICE OF RESEARCH AND EVALUATION
ETHICAL QUEST PROJECT 1979-1980

SECOND ETHICAL QUEST WORKSHOP

Henry Foss High School
January 12, 1980
9:00 - 3:00 P.M.

Regular staff who helped as consultants at the workshop and hours for which they should be paid: (RATE: $10.54 Per Hour)

ELEMENTARY

Jann Wetsch - 5
Jan Thorne - 6
Joyce Myhre - 5
Mary Trier - 5
Marian Pratt - 5
James Bunnell - 5

JUNIOR HIGH

Tom Reynolds - 5
Jim Bennett - 6
Lee Landrud - 5

SENIOR HIGH

Dean Mellor - 6
Robert Rife - 3.5
Richard Sears - 5
Kenneth Pratt - 6
Frances Bentley 5
Arlene Walton - 6
Margaret Clogston - 5
Alice Hurley - 2

COORDINATOR

Leonard Wm. Holden - (Daily Rate)

EXPENSES FOR DR. RICHARD HERSH, Consultant from School of Education, University of Oregon, Eugene, OR

ADDRESS: 990 E. 21st
Eugene, OR 97405
Soc. Sec. No. - 055-34-5755

Airline Travel	$ 122.00
Doric Hotel	24.54
Meals	12.00
Taxi	6.00
Parking	5.00
Consultant Fee	200.00
TOTAL	$ 369.54

STUDENT CONSULTANTS (To be paid one hour each @ $4.50 per hr.)

Evan Lee 514 Ramsdell, Tac. 98466
Jamie Hunter 1014 Corona Dr., Tac. 98466
John Hunter 1014 Corona Dr., Tac., 98466
Lori DeFazio 546 Monterey Ln., Tac., 98466

Matthew Santelli 402 Summit Ave.
Joseph Hurley 704 Fir Park Ln.
Susan Hurley 704 Fir Park Ln.
Maria Brown 1130 Claremont

LWH

TACOMA PUBLIC SCHOOLS L. Holden

ETHICAL QUEST

3rd Workshop
February 9, 1980

STUDENT ASSISTANCE

(1)	Victoria Ann Lyon	4602 North 18th Tacoma, WA 98406	539-80-7283
(2)	Melody Lyon	4602 North 18th Tacoma, WA 98406	539-80-1851
(3)	Beth Names	1032 Broadview Dr. Tacoma, WA 98466	
(4)	Rene Lord	4251 - B 67th Ave. W. Tacoma, WA 98466	536-60-4519
(5)	Lawrence McFarland	1832 - S. 15th Tacoma, WA 98405	531-76-3840
(6)	Ron Driscoll	1254 - So. Grant Tacoma, WA 98405	537-66-0896
(7)	Richard Moore	3021 - So. 13th Tacoma, WA 98405	536-82-4855
(8)	Kurt Batdorf	1814 Fernside Dr. Tacoma, WA 98465	533-78-6936

Leonard Holden, Coordinator
February 9, 1980

LWH:jf
2/11/80

IMPORTANT NOTICE!

STAFF DEVELOPMENT OPPORTUNITY FOR TRAINING IN MORAL/ETHICAL EDUCATION

From funds remaining in The Ethical Quest in a Democratic Society values education project there will be an opportunity for approximately 150 Tacoma teachers (50 at a time) to participate in one of three five-hour Saturday workshops. The workshops will be conducted by trained staff from the Tacoma Public Schools and university consultants as needed. Dr. Richard Hersh, Associate Dean, School of Education, University of Oregon and author of two books on moral education, will assist with the first workshop. All sessions will be held in the Henry Foss High School Resource Center area.

These workshops will pay attenders extended contract time ($10.54 per hour) and are being presented with the intent to expand considerably the number of staff members having basic working knowledge about current theories and practices in moral/ethical education. In addition, participants will have limited opportunity to order or rent values education materials for classroom use or for their building library or resource center.

Finally, as time and funds permit, moral/ethical education training beyond the Saturday workshops will be available on a first-come, first-served basis for approximately fifty of the staff attending one of the above planned workshops.

If you are interested in applying for a position in this year's Ethical Quest training program, please fill in the attached application form and return it to Leonard Holden, Coordinator, OFFICE OF RESEARCH AND EVALUATION, Central Administration Building, no later than Tuesday, November 27. Successful applicants will be notified by December 1.

(Cut along this line)

ETHICAL QUEST INSERVICE WORKSHOPS - 1979-80

Henry Foss High School - Resource Center Area

NAME ______________________________ SCHOOL ______________

GRADE OR SUBJECT PRESENTLY TEACHING ______________________________

SELECT ONE OF THE FOLLOWING DATES MOST SUITABLE FOR YOU:

☐ Saturday, Dec. 8th 9:00-3:00 P.M. (One hour for lunch)
☐ Saturday, Jan. 12th 9:00-3:00 P.M. (One hour for lunch)
☐ Saturday, Feb. 9th 9:00-3:00 P.M. (One hour for lunch)

LWH/le 11/79

THE ETHICAL QUEST IN A DEMOCRATIC SOCIETY

You have been approved for the SATURDAY, DEC. 8, 1979, workshop to be held between the hours of 9:00 A.M. and 3:00 P.M. in the RESOURCE CENTER AREA at HENRY FOSS HIGH SCHOOL, South 19th and Stevens, Tacoma.

Because of a limited budget for the program this year and the fact that more than 250 teachers sent in applications for the workshops, some staff will not be accommodated in this workshop series. The selection process followed was based primarily on the time applications were received. In an effort to accommodate those people beyond the 180 we will include this year, printed materials to be handed out at the workshops are being printed in sufficient quantity to send to all teachers who did apply for one of the workshops.

A few teachers who applied this time who had been in the project previously were necessarily eliminated to make room for those who have not had any previous involvement with the Ethical Quest Project.

If for any reason you find you cannot make this workshop, please call and cancel out so that we can make room for someone else. Call 593-6949, Office of Research and Evaluation. Thank you for your cooperation.

We look forward to seeing you SATURDAY, Dec. 8th!

TACOMA ETHICAL QUEST TRAINING STAFF
Leonard Holden, Coordinator

11-28-79

TACOMA PUBLIC SCHOOLS

THE ETHICAL QUEST IN A DEMOCRATIC SOCIETY

We are sorry you were not approved for participation in the current series of Saturday workshops recently announced for this winter. More than 250 teachers applied for one of the workshops, and our limited funds are allowing only 180 to attend. A decision was made to select names primarily on the basis of their receipt in the school mail in order of their arrival.

In response to the wide interest shown, we are printing up sufficient quantities of materials to mail out appropriately graded and/or subject-oriented guides to all teachers who made application for a workshop. You will receive these materials shortly after the first of the year.

We thank you for your interest. Should funds be found for additional workshops in the future, you will be one of the first to be notified. Also, you will be considered for one of the current workshops should we be notified of any cancellations.

Leonard Holden, Coordinator
EHTICAL QUEST PROJECT

11-28-79

TACOMA PUBLIC SCHOOLS ETHICAL QUEST PROJECT 1979-80

WORKSHOP EVALUATION QUESTIONNAIRE

CHECK ONE:

Which workshop? ____Dec. 8 ____Jan. 12 ____Feb. 9

Your teaching grade or subject area________________________________

Please rate the following activities:	5	4	3	2	1
KEY:	Very Useful				Useless
1. Overview of Moral/Ethical Education	5	4	3	2	1
2. Theory Models of Values Education	5	4	3	2	1
3. Demonstration with Group Participants	5	4	3	2	1
4. Demonstration with Students	5	4	3	2	1
5. Small Group Discussions (P.M.)	5	4	3	2	1

6. What did you find most valuable in today's presentation?

7. Have some questions been raised that you would like discussed further? Please note them briefly.

8. What kind of follow-up would you like to have to make today's workshop serve your needs better?

9. Please suggest some ways this workshop might be improved for the next group to participate.

10. Additional comments

LWH/12-79

THANK YOU FOR YOUR COOPERATION

REPRINTS OF SOME PUBLISHED ARTICLES

Implementing Programs in Moral Education

Paul J. Sullivan
Tacoma Public Schools
Tacoma, Washington

Other articles in this issue have presented the theory of moral education and some examples of curricula which have been developed in this field. This article will take a different perspective. We shall discuss some of the administrative issues involved in implementing such a program in moral education and in gaining acceptance for it from school officials and the public. Moral education programs are susceptible to outside pressures. Careful consideration should be given to the process of building a strong base of support so these pressures can be countered if they arise.

In a sense, this will be a case study. Our experience in creating and implementing a program in moral education in the Tacoma, Washington Public Schools is the basis for our observations. Tacoma is a large, urban school district with a reputation for good educational programs. The Ethical Quest in a Democratic Society is a project supported by the National Endowment for the Humanities, the Washington State Superintendent of Public Instruction and the Tacoma School District. The objective of the project is to stimulate the moral and ethical development of both primary and secondary students.

Curriculum Development and Teacher Education

In order to accomplish this goal we are conducting two closely inter-related processes of curriculum development and teacher education. Twenty-three teachers from two elementary, three junior high and three high schools in Tacoma who teach language arts, social studies or health education spent an initial period familiarizing themselves with various theories of moral development and learning about their application to education programs. The teachers then began developing curriculum in smaller subject area and grade level groups. These groupings allow teachers to formulate curricula in their own teaching areas and for students about whom they have the most knowledge and experience.

Before building any curriculum we had to decide whether to create separate, distinct courses in moral education or to work with the existing courses and curriculum areas in the schools. Having separate courses has the advantage of allowing teachers to concentrate inten-

April 1977

sively on stimulating students' moral development. The content of a course can be chosen for this specific purpose rather than serving to teach history or literature or another subject area. Much of the early work in moral education involved these distinct courses. From an administrative point of view this approach has the advantage of allowing students to choose courses which are specifically described as involving moral education. Parents who object to their children participating in a moral education program can be sure they do not take these courses.

A second approach is to deal with moral or ethical issues as they arise in the existing curriculum of the school. An advantage of this approach is that a concern for ethical issues and the moral development of students can be integrated across the total school experience. Moral education does not become another "subject" but is seen as something which occurs in all subject areas and indeed in all aspects of life. This widens the students' exposure to moral issues and encourages them to deal with these issues in a variety of contexts.

In the Ethical Quest Project we chose to take the second approach. We selected social studies, language arts and health education as curriculum areas which offered a good opportunity for dealing with moral or ethical issues. We are not replacing the existing social studies or English curricula with entirely new courses but are working within the existing curriculum structure. In a time when basic skills are receiving a great deal of attention teachers are confronted by multiple claims for their time in the classroom. We are trying not to add unnecessarily to these demands by asking teachers to create and implement an entirely new curriculum.

The process we are using to develop curriculum is a continuing cycle of clinical research and development. The teachers begin by looking carefully at what is known about the developmental level of the students for whom a particular curriculum is being designed. They also learn about a variety of moral education theories and the processes necessary to stimulate moral development in students from selected readings and presentations by the project staff and consultants. The teachers carefully examine the existing curriculum and identify the moral issues which are already inherent in that curriculum. With this preparation they develop materials which highlight these issues, which encourage students to confront the issues and which stimulate role-taking and discussion by students. The teaching skills necessary to implement these curricula are also demonstrated to teachers by videotapes and demonstrations by project staff members.

These materials are then subjected to the ultimate test. They are taught to groups of students. This process is closely monitored in order to evaluate the effectiveness of the curricula. Teacher observations, student evaluation, formal test data, outside evaluation, etc., are all gathered and reviewed by the program staff and teachers. On the basis of this material the curricula are revised by the teachers. The curricula are then taught again and the cycle of planning, teaching, evaluation and revision is repeated. The teachers become developers of moral education curriculum and acquire the instructional skills necessary to stimulate moral development effectively.

Videotapes and audiotapes of moral education lessons are very helpful in both processes of curriculum evaluation and teacher education. These tapes allow the teachers to review a lesson at a later time when they are free from the immediate pressures of the teaching situation. The teachers can examine each lesson in detail and as many times as desired. Changes in student thinking may even be observed by comparing tapes made at various points during a course.

This curriculum development process is one aspect of a comprehensive teacher education program being refined for use with groups of teachers in Tacoma and elsewhere. We shall evaluate and revise this process by working with 200-300 teachers in Tacoma in the next three years. This educational program will enable teachers to teach the specific curricula developed by the Ethical Quest Project and also give them the skills to create curricula which fit their own unique classroom situations. Our teacher education program must give teachers the skills to integrate moral education into the specific curricula which they teach in their own classrooms. A project like the Ethical Quest could never create courses or curriculum materials which fill the needs of all teachers. We should give teachers the ability to design their own moral education curriculum materials.

A final outcome of this teacher education process should be that teachers will be better able to deal with moral issues which arise in the course of daily events in any classroom. Moral issues abound in the way a teacher deals with students, the way students deal with other students and the teacher and the way the school and community impinge upon the lives of the students. Teachers should be able to work effectively with moral issues in the curriculum and also with moral issues as they arise from interactions in the classroom and school.

Selection of Teachers

Before any curriculum development or teacher education can occur, teachers must be recruited for the program. Careful consideration should be given to the selection of teachers, particularly to the first group. Much of the reaction of other teachers, principals and the general public will be determined by the work of this group. These teachers should be volunteers. Volunteers have a greater interest in and commitment to the project and will work harder. No teachers should have to take part in a moral education program if they have reservations about it. The effects they have on other teachers, students and members of the public are likely to be negative. After a program has produced curriculum materials and demonstrated its value, other teachers who were initially uninterested or skeptical are more likely to use these materials and to participate in teacher education workshops.

An important criteria in selecting individuals for this initial group is that they should be capable teachers who are willing to use discussion methods with students. A teacher who relies primarily on lecturing to students will not be as effective in a program which requires students to think about and reformulate their own positions on moral issues. The teachers should be willing to listen to the reasoning presented by students about a moral issue, to question the students' thinking, to encourage students to interact with one another, etc. A teacher who can lead a good Socratic discussion has an advantage in a moral education program, but this is not essential if the teacher is open to using discussion methods.

When setting up a program in moral education, there should also be a "critical mass" of teachers in any school. In the Ethical Quest Project we did not try to involve teachers from as many schools as possible, but concentrated on a few schools at each level: elementary, junior high and high school. If there are several teachers in a school they can work together and provide mutual support. This is important in the initial phases of a new program, particularly one which can draw skepticism and even opposition from the teachers' colleagues or the public. Day-to-day support at the building level is very important.

Building School System Support

Teacher education and curriculum development are the basis of any program in moral education but it is also important to develop support for the program within the school system. Significant opposition from faculty, administrators or school board members can damage, delay or end a moral education program. It is very important that these people be kept informed, that their support be obtained or at least that their active opposition to the program be prevented. Building principals who oppose a moral education program can make it difficult for their teachers to work effectively. It is thus especially important to keep in close contact with those principals. They have to be able to answer questions raised by parents about the program. Frequent meetings with the principals are helpful to accomplish this as is the regular routing of information about the project to the principals. It would be helpful if principals attended inservice meetings but their schedules do not always permit this participation. By involving the principals as much as possible in the program they develop an understanding of and commitment to it.

It is also important to keep other teachers and counselors in the school system who are not directly involved in moral education classes informed about what is occurring. If they support the program they can be a valuable source of positive information for parents and community members. It is also easier for teachers or counselors who are trying to implement new curricula if they have the support of their colleagues or at least if their colleagues do not oppose them. Also, if a program in moral education is to have wide impact on a school system, some of these other teachers must become involved. Presentations at school faculty meetings provide general information and any questions and concerns of teachers can be answered. Simple descriptive written materials should also be provided to staff members.

The support of the central administration of a school district is also important. In the Ethical Quest Project we were fortunate to have strong and consistent support from the superintendent of schools. He helped to draw up the original plans for the project. He communicated his support for the project to all the school personnel. This gave added legitimacy to our program activities in the eyes of teachers and administrators. Since the superintendent also has wide credibility among the citizens of Tacoma and with the school board, his support for the program was very significant in gaining public acceptance and in dealing with opposition. Gaining the support of the superintendent is thus a very important step.

Another group which must be considered is the school board. Since the board makes the decision about initiating and continuing new programs it is essential to have its support. This may entail making periodic reports to the board, providing the members with written materials, meeting with the individual board members, etc. These activities are especially important if members of the public question or oppose a moral education program.

Tacoma school board members were involved early in the development of the Ethical Quest Project. Several attended two workshops held to plan the project. We tried to keep the board members informed about the progress of the program. This preparation proved to be helpful when some individuals who were opposed to the program began to apply pressure to the board members. We met individually with several board members to be sure they understood what the Ethical Quest Project was and was not doing and to answer the specific questions being raised about the program. This groundwork paid dividends at a school board meeting in May 1976, when several people who were opposed to the project asked for time to speak to the board. There was a large audience present at the meeting. The opponents presented their arguments and an equal number of citizens spoke in support of the program. Because the board members were knowledgeable about the program they were able to respond to critical comments and to provide a strong vote of confidence for the program.

A significant factor in the school board's support of the program at this meeting was that a number of respected members of the community spoke in favor of the program. None of the project staff spoke at the meeting. It was much more effective for these individuals to present the arguments in support of the project. But for this to happen we had to generate a strong base of community support. This support is another vital element in a successful moral education program.

Community Support

Any school program but especially one in moral education needs community support. One way to develop this support is to keep the public informed about the program from the earliest stages. Stories in the local media allow general information to be given to large numbers of people in the community. The people of Tacoma were kept informed from the early planning phases of the Ethical Quest Project by a number of stories which appeared in the local press. This served to acquaint the public with our plans. It also prevented charges that the program was planned in secret and forced on the public. Two planning workshops for the project were held in 1975 and were open to the public. In addition, we took the active step of inviting specific individuals who could represent various segments of the community to these workshops. Members of the public also attended a curriculum development workshop held in June 1976. It is essential that programs in moral education be developed with public awareness and with appropriate public participation.

It is important to assure continuing public involvement during the life of the program. A citizens' advisory group can assure long-range citizen participation. By selecting individuals representing various groups in the community we can provide both a wide range of input from the community and a way to keep community groups informed. The people we invited to participate in our citizens' advisory committee were drawn from such groups as: parents, the teachers' association, business, labor, professional people, police, religious leaders, opponents of the program, legislators, media people, etc.

Meetings of the advisory committee are open to the public. The committee provides advice and community input, reviews project activities and curriculum development work, visits classes and/or observes videotapes of classes and participates in teacher workshops. The committee's activities have been very helpful and constructive for the project. In the spring of 1976, when a vocal minority was expressing opposition to the project the citizens' advisory committee was quite valuable in mediating between the public and the program. It provided a sounding board for those opposed and reassured individuals who might have become concerned that a group of responsible citizens was watching the project. In any major effort at moral education some type of advisory committee should be established.

The way a program in moral education is presented to the public is very important. There are always groups within a community which will oppose new programs, especially a potentially controversial one like moral education. It is important to communicate personally with as many groups in the community as possible in addition to preparing simple, concise written materials which describe the program in language free from jargon. These efforts are especially important if misinformation is being circulated about program activities or plans. These rumors can be a problem since they may excite people who otherwise might be supportive or at least not concerned.

It is important to decide which groups in the community need to be reached and design an effective strategy to do that. Our experience in Tacoma suggests that religious groups and parents should be given special attention when starting a program in moral or ethical education. Some religious groups may be concerned that this is either some form of religious indoctrination or an anti-religious program. It takes careful explanation of the program to reassure these individuals. It should also be noted that religious leaders and religious groups can be and have been among the staunchest supporters of the Tacoma program in moral education. When speaking to a group about the Ethical Quest Project we found that those individuals who had not totally prejudged the program were usually reassured by a simple, straight-forward explanation of what the program was and was not.

One problem which occurred a number of times was the confusion of the Ethical Quest Project with other programs which individuals had "heard about." Generally these programs were presented in a negative light. Some of these were definite programs like Man, A Course of Study; Values Clarification; etc. Others were vague ideas of some program they had in city X or Y. It is very important to distinguish your program from any others and for people to understand in what ways it is different. The more the program is tailored to local needs the easier it is to defend against the argument that outsiders are imposing an "alien" program on the local schools. In the case of the Ethical Quest Project we are working with the existing curriculum of the Tacoma schools and the teachers are developing their own materials. This is a strong legitimating factor.

When dealing with individuals who are skeptical or even adamantly opposed to a moral education program it is essential to listen carefully to what they are saying and respond in a way which recognizes their feelings and concerns. This fundamental respect for other people is one of the qualities which we are attempting to stimulate in students by a program of moral education. Responding openly and honestly encourages people to trust you and the program and has an effect on how doubtful individuals respond to the program.

We also arranged speaking engagements with professional and service organizations in Tacoma, e.g., Chamber of Commerce, Rotary, Optimists, etc. These efforts accurately informed community opinion leaders about the project. In addition we spoke to any group of citizens or any individual who was interested in finding out about the project. All of this took time but was invaluable in promoting understanding of what the program was and, almost as importantly, what it was not. It prevented criticism and opposition which might have developed. Preventive medicine is always the best policy.

There also was another small but vocal group in Tacoma. These were the individuals who were totally convinced that any program of moral education was wrong. These people could never be convinced to the contrary regardless of the evidence you might present or the arguments you might muster. Some of these people were convinced that the program was communism, pure and simple. Others had different reasons for their adamant opposition but dealing with them was equally difficult. We had to listen carefully and respond to their questions and concerns. But it was also important to realize that we would not change their minds and our greatest educational efforts should be directed toward those people who had an open mind. We also found that many of the people who were totally opposed to the Ethical Quest Project either did not live in Tacoma or did not have children in the schools.

When speaking to any group it is important to say things simply and directly. Eliminating educational jargon from our vocabularies may be difficult but it is well worth the effort. Also, be as specific as possible. People are interested in how a moral education program will be implemented in the classroom. One problem we had in the early phases of the Ethical Quest Project was that we did not have specific examples of curricula which would be taught in the classroom. The teachers were in the process of developing these materials. After we were able to provide concrete examples of curricula, criticism decreased noticeably.

In addition to speaking directly with individuals or groups there are other ways to keep the public informed. In the early stages of the Ethical Quest Project we produced general overviews of the program in simple language. We had these available to mail out to anyone who requested information either locally or nationally. Since some people are unwilling to attend a meeting but may want information it is important to have a short, simple statement available for distribution. We had many telephone requests for this information.

The mass media can be very helpful in informing the community about a moral education program. There is, of course, an element of risk in any story which appears in the media. These stories are generally brief and done by people who do not understand the program in depth. This could lead to a misrepresentation or oversimplification of the program, but the potential gains are quite substantial. Newspapers can effectively inform the people about the existence of a program and stimulate interest. We were fortunate in Tacoma because the local paper had an education reporter. This reporter spent time learning about the program and wrote informative articles. We arranged for reporters to visit some classes and speak with teachers and the project staff.

Radio and television can also be effective ways of communicating about a program. We did a number of information spots on a local radio station and recorded an interview show. Two area television stations did evening news stories about the project. The program came through in a very favorable light even though opponents were also interviewed. We also were interviewed on a local television talk show and did a half-hour public affairs program for educational television. Each of these was quite helpful in informing the public, generating support for the program and answering concerns which people had.

We have far from exhausted the issues involved in implementing and gaining support for a program in moral education. We have tried however to give an idea of the issues which have been prominent in our experience with the Ethical Quest Project. There are no simple ways of dealing with these issues but careful prior thought, accurate planning and anticipation can minimize any problems which might arise.

tip

Moral Education FORUM
Vol. 4, No. 3, Fall 1979

A SCHOOL RULES UNIT DESIGNED TO FOSTER MORAL DEVELOPMENT IN THE ELEMENTARY SCHOOL

by Paul Sullivan, recent Director, Ethical Quest Project, Tacoma, Washington

The Ethical Quest Project began in 1975 with a grant from the National Endowment for the Humanities. Initially twenty-three teachers were trained to develop curriculum materials and to use new instructional strategies to work with 3,500 children in grades 3-12. Since then seventy-five teachers have been involved in teacher education workshops and the development of curriculum materials for grades K-12. The Tacoma School District and the Washington State Superintendent of Public Instruction have approved the project. The National Endowment for the Humanities and the Tacoma School District underwrite the cost.

Much of the curriculum development activity in moral education across the country has been centered on the secondary level. We felt it was important to create materials which could be used with elementary students, although we have done extensive work at the secondary level as well. We considered the general levels of cognitive, moral, ego, social and emotional development which could be expected of children at that age. After discussing possible courses of action, we decided to concentrate on the issue of rules. We felt that learning about rules, what rules are, why rules exist, how to decide if rules are fair or unfair, how to change unjust rules, etc. was especially important at the upper elementary level. Typically, students at this age are moving from preconventional to conventional moral reasoning in Kohlberg's framework. Understanding that there are other reasons for obeying rules than reward or punishment is important. We also wanted to help children to understand that rules can be changed and that there is a rational process for making and altering rules.

This focus on rules seemed to make sense from a practical point of view as well. Students at this age constantly have to deal with rules--at home, at school, in the community. Rules are a source of conflict for the teacher and the students. For students and teachers to work together effectively they have to develop mutually agreeable ways of dealing with classroom and school rules. Constant conflict over rules may inhibit students' development and make it difficult for learning to occur in the classroom.

We decided that curriculum materials about rules should begin with those rules which are closest to the students' experience. During a two-week summer workshop, we began working on two units, one on family rules and another on school rules. General objectives for both units were established. A variety of instructional techniques were explored. Class and small group discussions, role playing, interviewing, games, films, literature, writing assignments, etc. were all used as the basis of lessons about home and school rules. We also decided that at a later point it would be important to expand the students' perspective on rules to include laws in the community and the nation. Such a unit is now being developed and field tested with students in Tacoma.

This article will focus on the School Rules Unit which begins with several activities to assess students' understanding of and feelings about rules.

Students are asked to focus on rules, on the reasons for rules, and on the fairness or unfairness of rules through the following assignments:

(a) List four rules a school usually has. Why were these rules made? Why are they fair or unfair?

(b) List four rules our class has. Why were these rules made? Why are they fair or unfair?

(c) Suppose you were the teacher. Make up four rules and explain why the rules are fair and unfair.

Many students' responses to the last exercise show a concern for the physical consequences of an action in determining whether a rule is fair or unfair. Below are some examples of rules listed and evaluated for fairness or unfairness by students at one of the elementary schools in Tacoma with a basically lower middle class population:

Ray:	No standing in your chair during school time. Fair because it will hurt your knees when you get older.
James:	If you talk in my room I will say shut up and the second time I will yell at you. Fair because I am giving a warning and a chance.
Valerie:	You have to go out at recess when the teacher is not in the room or go to the office. Fair because there might be a dishonest person in the room and he or she might steal something.
Mickey:	Don't talk while the teacher is talking. Fair because the teacher likes to have quietness as much as the students.
Kristi:	If you tip in your chair you will lose it for half an hour and you will stand on your knees. I think this rule is fair because they will learn not to tip in your chair. Some might think this rule is unfair because they might tip in their chair.
Mark:	Don't call people cheaters and stealers. The people who are always called cheaters would think it was fair because it hurts their feelings. The people who call names would think it wasn't fair.

Most of the rules are concerned with classroom order and control. The judgments about the fairness or unfairness of these rules center on consequences and on how an individual is affected by the rule. The rule about not standing on a chair is fair because if you do it will hurt your knees when you get older. Mark's rule is an exception. He is concerned about hurting other people's feelings by calling them names. The people who like to call other people cheaters or stealers will think a rule against such behavior is unfair.

The students are just beginning to develop an understanding of rules and how they relate to justice in other than an egocentric, reward and punishment orientation. This can be seen in responses to the last question in this exercise, "What makes a rule fair or unfair?"

Bryan:	It depends on the punishment.
Mimi:	If one person didn't obey the rule then the others would think it wouldn't be fair.
Matt:	When you broke a rule and you got a spanking and the other person who broke it wouldn't get a spanking.

Tanya: When kids do not get to have a choice.
Susan: If nobody agrees with it.

These initial activities are followed by an introduction to role playing. It is a difficult thing for students at this age to put themselves in another person's place and see the world as the other person would. But role taking is a significant element in moving from preconventional to conventional moral reasoning. We try to stimulate students to take the roles of others in a wide variety of ways. In one writing exercise the students are given a series of school rules. For each rule the students must put themselves into the place of certain people, e.g., the principal, a teacher, the custodian, a student, a parent, etc., and write out why these people would say the rule was made. This is a simple attempt at forcing students to look at how other people might view rules.

Teachers help students to understand the perspectives of others by setting up "interviews" for the class with school people who are concerned with rules, e.g., the principal, another teacher, the cafeteria worker, the custodian, a teacher's aide, parents, etc. Before one of these people comes into class, the teacher and students develop questions and real or fictional situations involving rules to discuss with the person being interviewed. Understanding others' points of view (role-taking) and respecting others' feelings (empathy) are also stressed in class meetings on cooperative projects or specific problems, both of which frequently lead to rule-making.

Another related means for dealing with moral issues in the school or classroom is a newspaper. The format and content of the paper may vary. Much of it can be school news, jokes, cartoons, letters to the editor, etc. But moral issues can also be addressed. At one elementary school some students wrote an article exposing a local "crime wave." Students were stealing chrome valve caps from the tires of teachers' cars. They were selling and trading the caps among themselves for use on their bikes. It did not seem like a major crime, but each theft did involve several dollars. The students brought this problem out in the newspaper and discussed its various aspects. They also asked for letters on the topic. Bringing the problem into the open and discussing it ended the "crime wave", as well as providing a good opportunity to discuss a real moral issue.

There could also be a column in the class or school paper which would publish students' questions about rules and other moral decision situations. The newspaper staff could prepare responses to these letters by discussing the issues and coming up with the fairest solution, taking into account as many people's points of view as possible. The newspaper staff would have an experience in cooperative action and an opportunity to deal with moral issues. Teachers could use the paper as a basis for discussions.

Discussions are an important element of the School Rules Unit. The teachers developed several brief dilemma situations to serve as the basis for exploring school rules. These were typical situations which students might encounter in any school. A series of questions were prepared for the teacher to use as a stimulus to discussion. These questions tried to get at factual issues, role taking concerns, the basic moral issue, etc. One of these dilemmas is outlined below:

OUT TO LUNCH

Part I

It was Friday and the kids at Foster School could hardly wait for the weekend. At recess one sixth grader, Jeff Olsen, suggested to some friends that they all leave school at noon and go to the nearby MacDonald's for some hamburgers.

Ken Morgan, however, reminded the others, "There's a rule that you can't leave the school grounds." Ken really wanted to go with his friends but he wasn't sure if he should go or not. Jeff and the others told him not to be a "chicken" and go with them, but he still could not decide.

1. Should Ken go with Jeff and the others?
2. What are the best reasons for him not to go?
3. What are the best reasons for him to go?
4. What might happen if he does go?
5. What might happen if he does not go?
6. Why is there a rule against leaving school grounds for lunch?
7. How do you think the principal, teachers, parents, neighbors of the school, and the owners of MacDonalds feel about this rule? Why?
8. If Ken were sure he would not get caught should he go to MacDonald's? Why or why not?
9. If you were Ken, would you go? Why or why not?
10. Are there other reasons for not going to MacDonald's besides the fact you might get caught?
11. Is it a fair rule that students cannot leave school grounds? Why or why not?

Part II

Ken decided not to go. The other boys called him "Chicken" again and ran off to play ball together for the rest of recess. When the noon bell rang, Jeff and his friends grabbed their coats, scurried out the side door and headed for MacDonald's. The boys were back at school before the last bell rang. As they crossed the street that led to the school grounds, they saw the noon supervisor standing at the edge of the play area glaring at them. He said, "Mr. Newton wants to see you in his office!"

Jeff, Steve, and Drew turned toward the front of the building and walked in the direction of the principal's office. Angrily, Jeff muttered to his friends, "I'll bet it was that rat-find Morgan who told on us."

1. Do you think Jeff was upset when Ken refused to go to MacDonald's? Why or why not?
2. Why do you think Ken refused to go?
3. If you were Ken, would you have refused to go? Why or why not?
4. How do you think Ken felt when the other boys called him "Chicken"?
5. Why do you think Steve and Drew went with Jeff?
6. Do you think Ken believes the other boys will still be his friends after he refused to go?
7. Do you think Ken told? Why or why not?
8. Should Ken have told?
9. If you knew some friends had gone off school grounds for lunch would you tell or not? What if you didn't like the kids who left the school grounds, would you tell then?
10. Is it ever right to tell on friends when they do something wrong? If so, when? If not, why not?
11. Are Jeff, Steve, and Drew being fair to the other students at the school? Why or why not?
12. What does it mean to be fair?
13. What will the principal say when he sees the boys?
14. If the parents of the boys are called, what will their reactions be?
15. If you were Jeff's parent and the principal called you, what would you do when Jeff got home from school? Why?

A fourth grade teacher at one of our elementary schools videotaped a discussion of this dilemma with her class last year. She read the first part of the dilemma to the class and then asked the students to recap the situation and tell what Ken's problem was. This process made the facts of the situation clearer to students from the outset and reduced confusion on factual issues during the discussion. In order to focus the students' attention on the moral dilemma, the teacher then asked what Ken should do:

Teacher: What should Ken do?

Bill: Tell, because the principal would find out anyway.

Teacher: Let's say Ken tries not to tell. And the boys are able to sneak back into school. Should Ken tell then?

David: No.

Laura: Yes.

Teacher: You say no? Okay, first we'll see why Laura says yes and then why you say no. Why did you say yes, Ken should tell?

Laura: Because it wouldn't be fair to the other kids because it's a rule and if they leave, it isn't fair to the other kids because they aren't allowed to go off school grounds.

David: It's their tough luck if they don't go to MacDonald's.

Donna: He shouldn't tell. Let's say he isn't very strong and everybody else is strong, then they could threaten him. You know some people threaten other people. They could probably threaten to beat him up after school.

Teacher: So Ken shouldn't tell so he won't get beat up after school? I wonder though if Ken is really strong and the others are weak. Maybe it's alright for Ken to tell then because he'll be able to protect himself.

James: He could beat them up and tell them not to go.

Valerie: Maybe the little kids would tell on him.

Sam: Maybe he would get in trouble.

In this segment of dialog the students demonstrate a typical concern for the punishment and the physical consequences of a moral decision. Ken should not tell because he might get in trouble or be beaten up by the other boys. In an attempt to set aside the issue of being beaten up the teacher changed the situation somewhat. Should Ken tell if he is stronger than the other boys and can protect himself? The students still found it difficult to go beyond the idea that Ken would get into trouble. The teacher might have pursued Laura's comment about the fairness issue, but it got lost in the flow of discussion. "Why wouldn't it be fair? What does it mean to be fair?" would have been good questions to pursue. The issue does reemerge again later in the discussion:

Teacher: You seem to have decided pretty much that Ken should definitely not go with the boys no matter what. Is there anyone who thinks Ken should go? So you've all decided that Ken should not go? I want to know why you people have said Ken shouldn't go. Susie, why don't you think Ken should go?

Susie: Because what if they get caught? They might get suspended from school.

Teacher: How many of you have the same reason Susie does? You don't want Ken to go because he might get caught and be suspended from school or get a spanking. Does anybody have a different reason why Ken should not go? Renita?

Renita: It's like, okay, if they're on recess some of the teachers leave the school and like if one of the teachers went to McDonald's and they got caught he'd be in trouble.

Teacher: Okay. But is that the same reason that Susie gave? If they got caught are you worried about what might happen to Ken?

Renita: He'd be caught at the scene of the crime!

Teacher: He would be caught at the scene of the crime. You are really saying, too, that you don't want Ken to go for another reason. Matthew?

Matthew: He'd be getting himself in trouble if he does because if they come back late the teacher will ask them where they've been. He'll have to tell.

Lance: They might forget to wash their face. They might have ketchup or something on it.

Lorraine: Well, anyway he shouldn't go because he just gets his own self into trouble and if he gets in trouble then maybe his mother will ground him or something.

Teacher: Why do we have such a "ridiculous" rule in the first place? How many of you think it is a "ridiculous" rule that you can't leave the school grounds?

Student: Without asking?

Teacher: Without asking, yes. Okay. Why do we even have this rule? Can anyone think of any reasons anyone might have this rule at Foster School or at Boze School?

Gina: Because maybe they are too young to go out there.

Robert: I think it's a good rule because the kids could get hurt.

Teacher: How?

Robert: A car could hit them when they cross the street.

Eric: I think it is a good rule too because all these kids going from the school to other places, they might never come back and just stay or go home.

Most of the students felt that Ken definitely should not go with the boys. The teacher continued to pursue *why* Ken should not go, attempting to get at the structure of the students' reasoning. The primary reason was still that Ken would get in trouble if he were caught, fear of punishment. When the teacher could not get the students to go beyond these reasons, she changed tactics and tried to get them to examine some of the reasons wny such a school rule might exist.

As the discussion progressed, the teacher moved the students from thinking about what *Ken* should do to what *they* would do if they were in that situation. Quite often students find it easy to prescribe what others should do but difficult to decide what they would do. It is also possible to point out any contradictions between the students' judgments of what Ken should do and what they would do if faced with a similar problem. Attempting to resolve these conflicts can stimulate students to reason in new ways:

Teacher: I'm going to change this for just a minute. I want this to be happening to you people. You can pick out three of your friends. You are all out in the playground here at Boze School. Your friends say, "Hey, let's cut out of here. Nobody will see us. We'll go straight through the woods, cross over 72nd and we'll go over to K-Mart and get lunch and be back before the bell rings." How many of you would go if you knew you weren't going to get caught? Quite a few of you. Susie, why would you go if you knew you wouldn't get caught?

Susie: Because everything would be okay.

Mike: I would go because the food at school is terrible.

Lance: What I would do is to go down to K-Mart and get my thing and eat it on the way back.

David: I wouldn't go.

Teacher: Why wouldn't you go, David?

David: Because how about if . . . (student is unable to verbalize reason).

Teacher: You can't think right now of any reason why you wouldn't go? That's o.k. We'll come back to you later. A lot of you raised your hands and said you would go if you were sure you wouldn't get caught. How many of you wouldn't go even if you were guaranteed that you wouldn't get caught? Monica, why wouldn't you go?

Monica: My conscience would keep bothering me for days and days.

Matthew: I would stay.

Teacher: Why?

Matthew: Because if you did get caught, the teacher would probably punish you.

Teacher: Oh, but you're guaranteed not to get caught, Matthew. You could sneak off and have one of those big deluxe cheeseburgers. You can come back without getting caught. Would you go?

Matthew: No.

Teacher: Why not?

Matthew: Because the kid who sits by you or something, if he didn't go he could tell.

Teacher: You are still worried about getting caught. LaWanda?

LaWanda: I wouldn't go because when I was a little girl I wandered off one time and everybody was looking for me. I got lost. So everybody was looking for me and my sister said that I should never go off some place again because everybody was worried about me and I got in trouble, too.

Teacher: Now listen, you are guaranteed not to get caught. How many of you would go? About nine of you. That's about fifteen of you who are not going to go. Those of you who are not going to go, why not? Monica, your conscience?

Monica: Yeah, it's sort of like that and sort of like I wouldn't want to disappoint my dad. He sort of brought me up like I'm not going to do anything bad. I just have a habit. I don't want to get in trouble, I know I'm not going to get in trouble, but . . . I just . . .

Teacher: You don't want your dad to be disappointed?

Polly: I - I wouldn't go because I would feel bad because all the other people in the other classes wouldn't be able to go and I would feel bad because I don't want to be the only one. To them it wouldn't be fair.

Teacher: Thinking of the other people.

As might be expected of students at this stage of development they have considerable difficulty dealing with the hypothetical situation where they are "guaranteed" they will not be caught if they go off school grounds.

During this discussion the teacher encountered a strong majority who felt that they would not leave school grounds primarily because of fear of punishment. Removing fear of punishment did induce some of the children to change their previous position and say that they would go.

Sometimes in discussions students make responses which they believe reflect adults' ideas of the "right" answer. The teacher suspected that the desire to give the "right" answer combined with a fear of punishment was motivating students to say that they would not go, so she changed the situation to one that postulated that students would not get caught or punished. By eliminating the punishment issue, the teacher encouraged the students to examine other reasons for supporting the rule against leaving school grounds. Several students verbalized a concern for conscience. Another did not want to disappoint her father. Polly felt that it would not be fair to the other students who obey the rules and stay at school. The students began to explore some of the reasons for having and for maintaining rules, which was the purpose of this exercise.

The writing lesson for the "Out-to-Lunch" dilemma asks the students to take the role of the principal:

Imagine that you are the principal at Foster School and the three boys come into your office.

1. What would you say first to the boys?
2. Why would you say that?
3. What do you think the boys would say to you after you said that?
4. Why would they say that?
5. As principal, what could you do about the fact that the boys left school grounds?
6. Why would you do that?
7. What could you do besides punishing the boys?
8. What do you think the other students, the teachers, and the parents would think of what you did about the boys?
9. Would they think it was fair?
10. What would happen if you asked the boys what you, the principal, should do?

Our teachers found that students tended to suggest harsh discipline for Jeff and the others when they were put into this role. To them breaking rules necessarily involved punishment meted out by the authority figure. When the written responses were discussed, however, students began to examine some fundamental questions, e.g., how effective is harsh punishment; what is the purpose of punishing someone who breaks rules; are there alternatives to punishment, what would be a fair way of deciding what to do when rules are violated; etc. Students began to see the issue of rules as more complex than simple obedience or punishment.

The School Rules Unit is one of four used in the Ethical Quest Project. The others are units on Family Rules, It's the Law, and Understanding Elections. We believe all these units stimulate our students to think in more comprehensive ways about rules, to expand their understanding of the reasons for rules, and to begin to move beyond a punishment orientation as a rationale for rule-compliance.

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their life; and what they do is their decision.

A: OK. So you believe a person holds their life in their hands.

B: Right, even though I believe that your life was given to you.

In the non-transactive examples the discussants did not operate on each other's reasoning. In the first example, A cut [illegible] off and "escaped the field". In the second example, both discussants merely took turns presenting their own idiosyncratic positions on the issue. In the last non-transactive example, A merely acquiesced without ever demonstrating comprehension of B's reasoning. The transactive examples were quite different, however. In the first exchange, B directly attacks A's reasoning with problematic examples [illegible] tries to defuse B's attacks, but B merely readjusts his strategy. In the last example, A makes an obvious attempt to understand a[illegible]lyze B's reasoning by questioning and paraphrasing. Thus, our [illegible]ch has begun to show that--and why--development results when on[illegible]n actively engages another's reasoning in moral dialogue, but no[illegible] the protagonists in the dialogue merely sidestep or ignore each [illegible] reasoning.

Part II of this [illegible] will present the transactive coding manual (Berkowitz and Gibbs [illegible] in great detail and will present some new directions [illegible] our [illegible]ch is taking. (Requests for reprints and for further info[illegible]ti[illegible]d be sent to the author at: Department of Psychology, M[illegible]iversity, Milwaukee, Wisconsin 53233).

see next page for references

SHOP TALK

TACOMA WASHINGTON SCHHOLS PUBLISH EVALUATION REPORTS AND WIDE VARIETY OF CURRICULUM GUIDES OF ETHICAL QUEST IN A DEMOCRATIC SOCIETY PROGRAM.

Each of the volumes in this K-12 program reflects a developmental point of view, although some units are clearly better conceptualized than others. Until recently Paul Sullivan was project director, drawing upon consultants such as Ralph Mosher and Dick Hersch. We found the School Rules Unit and the Family Rules Unit designed for the elementary grades most provocative. In the next MEF issue we will review the Junior and Senior High School Language Arts and Literature volumes.

Len Holden, project evaluator, tells us that the National Endowment for the Humanities funded the project generously enough so that he can send sample sets to MEF readers with a university or school district afiliation. (write Box 1357, Tacoma WA 98401).

LEARNING TO LEAD MORAL DISCUSSIONS AND LEARNING ABOUT SCHOOL GOVERNANCE

Ted Fenton and a cluster of kindred spirits continue to perfect and polish short and long workshop models for school systems and individual registrants. Write: Carnegie Mellon University, PH 223-F Schenley Park, Pittsburg, PA 15213, or call 412-578-2935. A few openings for the July workshop may still be available.

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Weber, Helen, Educating for Responsible Behavior: Workbook/Studyguide (To accompany A Teacher Inservice Television Course). A Teacher Training Course in Values. Pennant Press, 1978. 134 pp.

Williams, Norman, & Sheila Williams. The Moral Development of Children. Macmillan, 1970. 122 pp.

Worthen, Blaine R., & James R. Sanders. Educational Evaluation: Theory and Practice. Wadsworth Publishing Co., 1973. 372 pp.

Yee, Richard. Teacher's Resource Book for Self Expression and Conduct - The Humanities. Harcourt Brace Jovanovich, 1975. 137 pp.

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(Late purchases not included in previous listing)

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Kuhmerker, Lisa; Marcia Mentkowski; and V. Lois Erickson. EVALUATING MORAL DEVELOPMENT. Character Research Press, 1980. 230 pp.

Newmann, Fred M. EDUCATION FOR CITIZEN ACTION: CHALLENGE FOR SECONDARY CURRICULUM. McCutchan Publishing Corp., 1975. 198 pp.

Salt Lake City School District FROM DEMOCRATIC PRINCIPLES TO ETHICS EDUCATION: A PRACTICAL APPROACH FOR TEACHING EHICS IN THE CLASSROOM. Salt Lake City Schools. 193 pp.

Windmiller, Myra; Nadine Lambert; and Elliot Turiel. MORAL DEVELOPMENT AND SOCIALIZATION. Allyn and Bacon, Inc., 1980. 264 pp.

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ETHICAL QUEST IN A DEMOCRATIC SOCIETY

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Beyer, Barry K. "Conducting Moral Discussions in the Classroom" Social Education, April 1976. pp. 194-202.

Bundy, McGeorge "The Issue Before the Court. Who Gets Ahead in America?" The Atlantic Monthly.

Broadhead, Robert S. and Ray C. Rist "Gatekeepers and the Social Control of Social Research".

Coombs, Jerrold R. and Milton Muex "Teaching Strategies for Value Analysis," taken from *Values Education, Rationale Strategies and Procedures*, National Council f the Social Studies, Lawrence E. Metcalf, ed. 1971, 41st Yearbook.

Crittenden, Brian "A Comment on Cognitive Moral Education" Phi Delta Kappan, June 1975, pp. 65-96.

Elkind, David "Children and Adolescents," taken from *Children and Adolescents, Interpretive Essays on Jean Piaget*, Oxford University Press, NY. 1970, pp. 17 22 and 23-25.

Eyler, Janet "Citizenship Education for Conflict: An Empirical Assessment of the Relationship between Principled Thinking and Tolerance for Conflict and Diversity" George Peabody College, Nashville, TN.

Eyler, Janet "A Model Relating Political Attitudes to Participants in High School Activities" AERA paper, 1978.

Feldstein, JoAnn Cohen "Measuring Empathy as a Cognitive/Affective Process in the Counseling Relationship" AERA paper, March 1978.

Fenton, Edwin "Moral Education: The Research Findings" Social Education, April 1976, pp. 188-193.

Fraenkel, Jack R. "The Kohlberg Bandwagon: Some Reservations" Social Education, April 1976, pp. 216-222.

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Frankena, Wm. K. "Morality and Moral Philosophy," from *Ethics*, Foundations of Philosophy Series, Prentice Hall, Inc. 1963, pp. 5-10.

Gibbs, John G. "Kohlberg's Stages of Moral Judgment: A Constructive Critique" Harvard Educational Review, February 1977. pp. 43-61.

Haan, Norma "Two Moralities in Action Contexts: Relationships to Thought, Ego Regulation and Development" Journal of Personality and Social Psychology, March 1978.

Jordan, Valerie Barnes and Donna Waite "Effects of Self-Oriented and Other-Oriented Questions on Moral Reasoning" AERA paper, 1979.

Junell, Joseph S. "Can Our Schools Teach Moral Commitment?" Phi Delta Kappan, April 1969, pp. 446-451.

Kohlberg, Lawrence (diagram) "Figure 8. Summary of Stages Described by Ego Development Theorists" in Values Education, pp. 64-65.

Kohlberg, Lawrence "The Cognitive-Developmental Approach to Moral Education" Phi Delta Kappan, June 1975, pp. 670-77.

Lickona, Thomas "Helping Teachers Become Moral Educators" Theory Into Practice, Vol. XVII No. 3, 1978, pp. 258-266.

Lockwood, Alan L. "The Effects of Values Clarification and Moral Development Curricula on School-Age Subjects: A Critical Review of Recent Research" Review of Educational Research, Summer 1978, pp. 325-364.

Marks, Jane "How High Are Your Values?" Glamour, May 1976, pp. 190-191+.

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Mosher, Ralph L. "Funny Things Happen on the Way to Curriculum Development" Focus on Guidance, Vol. 7, March 1975, pp. 1-12.

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Peters, Richard S. "A Reply to Kohlberg" Phi Delta Kappan, June 1975, p. 678.

Popkewitz, Thomas S. "Craft and Community as Metaphors for Social Inquiry Curriculum" Journal of Educational Theory, Fall 1977, pp. 310-321.

Rist, Ray C. "Ethnographic Techniques and the Study of an Urban School" Urban Education, April 1975, pp. 86-108

Rist, Ray C. "On Qualitative Research"

Rist, Ray C. "On the Limits of Social Science Evidence" Urban Education, July 1978. pp. 127-145.

Rosenzweig, Linda W. "A Selected Bibliography of Materials about Moral Education Based on the Research of Lawrence Kohlberg" Social Education, April 1976, pp. 208-212.

Rubin, Kenneth H. and Kristin T. Trotter "Kohlberg's Moral Judgment Scale: Some Methodological Considerations" Journal of Developmental Psychology, Vol. 13 No. 5, 1977, pp. 535-536.

Scriven, Michael "Cognitive Moral Education" Phi Delta Kappan, June 1975, pp. 689-94.

Smith, Victor A. "A Factor Analytic Approach to Studying Changes in Student Attitudes Toward Other Nations" AERA paper. 1979.

Stentz, Michael C. "Political Self-Confidence: An Important Social-Educational Outcome" AERA paper, 1979.

Superka, Douglas et al "Inculcation," from Values Education Sourcebook, Conceptual Approaches, Materials, Analyses, and an Annotated Bibliography, Social Science Education Consortium, (ERIC) Clearinghouse for Social Studies/Social Science Education, 1976.

Thomas, Donald and Margaret Richards "Ethics Education is Possible!" Phi Delta Kappan, April 1979, pp. 579-581.

Wasserman, Elsa R. "Implementing Kohlberg's 'Just Community Concept' in an Alternative High School" Social Education, April 1976, pp. 203-207.

Wiggers, T. Thorne "Measuring Empathy as a Cognitive or Affective Process" AERA paper, 1978.

Yussen, Steven R. "Characteristics of Moral Dilemmas Written by Adolescents" Journal of Developmental Psychology, Vol. 13 No. 2, 1977, pp. 162-163.

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Additional Articles (Not in alphabetical order)

Mouw, John T. and Carolyn L. Foxx, "A Concurrent Validity Study of the D.I.T.: Correlations of Formal Operations, I-E, Sex, and Age With the P-Score and Stage Scores," presented at AERA, San Francisco, 4-79.

Rihn, Bernard A. "Kohlberg Level of Moral Reasoning of Protagonists in Newbery Award Winning Fiction," Learning Assistance Center, Stanford University, Stanford, CA

Lewis, Jed and Robert J. Griffore, "Attributional Dimensions of Moral Judgments," Michigan State University

Daniels, M. Harry, "Moral Judgment and Interpersonal Relationship Style: An Analysis of the Relationship Between Two Interpersonal Variables," Southern Illinois University at Carbondale; presented at AERA, San Francisco, April 1979

VALUES EDUCATION VIDEOTAPES

NOTE: These video and audio tapes were made in and by the Tacoma Public Schools as part of the Ethical Quest in a Democratic Society values education project funded in part by the National Endowment for the Humanities (1975-1980).

ELEMENTARY TEACHERS AND STUDENTS

Video Tapes
- Jann Wetsch's Class Interviewing Boze Elementary Principal, Vern Reis.
- Jan Thorne and Brenda Cantrell, Boze Teachers, and Elementary Class.
- Lynda Smith and class at Boze Elementary School.
- Brenda Cantrell and class at Boze Elementary School.
- Jan Thorne and class 10-17-77
- Jan Thorne and Period 5 Class Meeting 12-9-77 (Tapes 1 and 2)
- Jan Thorne (Presentation for Salem, Oregon conference)
- Jann Wetsch 11-10-77
- Joyce Myhre and class - Whittier Elementary School

SECONDARY TEACHERS AND STUDENTS

Video Tapes
- Tom Reynolds and class at Hunt Junior High School - Cayuse Indian Trial (Tapes 1 and 2)
- Bob Rife and Dean Mellor with students at Henry Foss High School:
  - Cabinet Appointments (Tapes 1 and 2)
  - Convention Forces
  - Councilman (Team A Values Discussion: "Golda" 4-3-78
- Bob Rife and student teacher: (The Governor's Dilemma (Tapes 1 and 2)
- Frances Bentley and class at Wilson High School: Horseman in the Sky - 1-26-78
- Susan Sailer and class at Wilson High School:
  - Light in the Forest discussion (Tapes 1 and 2) 4-28-77
  - Bakke Trial (Tapes 1 and 2) 1-6-78
  - To Kill a Mockingbird
  - Periods 3 and 4 (7th Grade, McIlvaigh Junior High) (Tapes 1 and 2)

GUEST SPEAKERS AND CONSULTANTS

Video Tapes
- Diane Paolitto and Richard Hersh working with elementary and secondary students (Eight tapes numbered 4 through 11) 6-16-77
- Paul Nash speaking at conference 6-15-77 (Tapes 1,2,3 & 4)
- James Shaver speaking at conference 6-20-77 (Tapes 1 and 2)
- Tom McCormick speaking at conference 5-4-77 (Tapes 1 and 2)
- Steve Tignor Speaking in high school classes 1-5 & 6-78 (Tapes 1,2 & 3)
- Terry and Neil Bergeson speaking at conference 6-21-77 (Tapes 1 and 2)

COMMERCIAL AUDIO TAPES

ARGUS COMMUNICATIONS SERIES, "Values" Education for the Young Adult:
- Discuss-in Tape: PEOPLE
- Teacher Tape: CHANGE
- Discuss-in Tape: CHANGE
- Teacher Tape: MAN
- Textape: MAN

OTHER VIDEO TAPES

- Darwin's Theory (Tapes 1 and 2)
- City Council
- Hamlet (Time-Life)
- Julius Caesar (Time-Life)

COMMERCIAL KITS

HARCOURT BRACE JOVANOVICH, INC.: PLAs (Pupil Learning Activities self-initiated) - Self Expression and Conduct - The Humanities 1974

SCHOLASTIC MAGAZINES, INC. LAW: You, the Police, and Justice. This kit includes a record, wall charts, paperback set of books (30), and set of logbooks.

FILMS RENTED FOR USE IN THE ETHICAL QUEST PROGRAM

	Rental Cost & Postage
1. All the King's Men	$ 33.00
2. Butterflies are Free	92.25
3. Cheyenne Autumn	59.00
4. Chimes at Midnight	86.50
5. Grapes of Wrath	90.00
6. How the West Was Won	105.00
7. LIttle Big Man	131.50
8. Lord Jim	46.00
9. Monte Walsh	59.00
10. Once Upon a Time in the West	140.50
11. Oxbow Incident	80.00
12. Pather Panchlai	89.00
13. Rashamon	95.00
14. Soldier Blue	90.00
15. The Great Souix Massacre	45.00
16. The Heart is a Lonely Hunter	68.00
17. The Jail	85.00
18. They Died with Their Boots On	43.00
19. To Kill a Mockingbird	92.25
20. Birch Interval	83.75
21. The Candidate	93.75
22. Kramer Vs Kramer (Special theater showing for 173 students from 3 school districts)	348.00
23. Julius Caesar (Time-Life Videotape)	108.00

TACOMA PUBLIC SCHOOLS
Library Services
October 1975
"ETHICAL QUEST IN A DEMOCRATIC SOCIETY"

I. Introduction

A. The books listed are all located in one or more schools directly involved in the Ethical Quest program, with the exception of items in Section II.

B. The books included are limited to those of recent (within ten years) publication date or are titles of current value.

II. Bibliographic Sources (Many of these can be found in the district I.I.C. at Central.)

Books for the Teen-Age. New York Public Library, 1974.

Carlsen, G. Robert
Books and the Teen-Age Reader. Harper, 1971.

Children's Catalog. Wilson.
(Annual Supplements) Classified list with subject, title, author index.

Junior High School Library Catalog. Wilson.
(Annual Supplements) Classified list with subject, title, author index.

Fader, Daniel N.
Hooked on Books. Putnam, c1968.

Fiction Catalog. Wilson.
Subject, Author, Title Entries. Examples of subject headings for values include: cowardice, ethics, good and evil, family life, conformity, courtship, courage, prejudices and antipathies, social problems.

Larrick, Nancy
A Teacher's Guide to Children's Books. Merrill, 1963.

National Council of Teachers of English
Adventuring With Books; 2,400 titles for pre-K-grade 8. Citation, c1973. (Not in schools involved.)

National Council of Teachers of English
Books for You. Washington Square Press, c1971.

Reading Ladders for Human Relations. 5th ed. American Council on Education, c1972.

Senior High School Catalog. Wilson.
(Annual Supplements) Classified list with subject, author index, title.

III. General Subject Areas.

Using the school resource center, the following subjects and corresponding classification numbers should be useful in the study of ethics and values.

Art Appreciation
    700
    701

Censorship
    323.4
    301.15

Civilization
    901.9
    913

Communication
    001.5
    301.16 - Mass
    301.24 - Intercultural
    158.2 - Interpersonal
    410 - Linguistics
    384

Comparative Religion
    290, 291
    261 - Social problems

Consumer Education
    339.4
    640.73

Cultural Anthropology
    301.2
    901.9

Customs, Folklore, Legends
    390-398
    391, 299

Death and Dying - Including Suicide, Euthanasia, Abortion
    128.5
    179.7

Ecology
    301.3
    333
    574.5

Educational Philosophy - Aims, Values, Objectives
    370.1 - 370.196

Ethics
    170-179
    301-group

Health
    Personal 613
      Sex Education
      Physical Fitness
    Addictions and Mental Health 616.86 - 616.9

Indians
    970.1 - 970.6

International Relations
    327

Interpersonal Relations
    136.7
    158.2
    301.1
    301.4

Literature, History and Appreciation
    801
    809

Minorities (Except Indians)
    301.45 - 301.453

Music Appreciation
    780

Philosophy
    109

Psychology
    136.7
    150 - 158 especially 150, 155 & 158
    300 - 301 social psychology

Rights of Individuals and Groups
    323

Sexual Ethics
    176
    301.4

Social Pathology
    e.g. Prisons, welfare, age group problems, mental institutions, child abuse, criminology
    362 - 365

Social Problems
301 - 301.64

War - Ethics of (Located within works dealing with the history of)
European War, 1914-1918
940.3
World War, 1939-1945
940.53
940.547
940.548
Korean War
951.9

Vietnamese
959.7
301.6334
355.1
Revolutionary
973.3
Civil War
973.7

IV. Specific Titles. Books are non-fiction unless indicated (F).

Location (Level)

F Allen, Elizabeth HS/JrH
The Loser. Dutton, c1965

A high school girl has her "middleclass values" shaken.

F Allen, Elizabeth HS/JrH
You Can't Say What You Think, and Other Stories. Dutton, c1968

Short stories of teenagers responding to social and personal problems.

Altshuler, Thelma HS
Choices: Situations to Stimulate Thought and Expression. Prentice, 1970.

Babcock, Chester HS
American Values and Problems Today. Scott, Foresman, 1956.

Baldwin, James HS/JrH
Several titles by this author deal with values of current interest.

Bender, David L.
Problems of Death. Greenhaven Press, c1974. HS

Berne, Eric HS
Games People Play. Grove, 1964.

Bonham, Frank HS/JrH/Elem.
Several titles by this author deal with values of current interest.

Buhler, Charlotte HS/JrH
Psychology for Contemporary Living. Hawthorn, c1968.

Carlson, Dale HS/JrH
Girls Are Equal Too; The Women's Movement for Teenagers. Atheneum, c1973.

F Craven, Margaret. HS/JrH
I Heard the Own Call My Name.

With 2 years to live, a man finds new values of life among the British Columbian Kwakiutl Tribe.

Curran, Dolores HS
Do Not Fold, Staple or Mutilate. Ave Maria Press, 1970.

Daly, Sheila John HS/JrH
Questions Teen-agers Ask. Dodd, c1963

Daly, Sheila John JrH
Teen-agers Ask More Questions. Dodd, c1964

DeFleur, Melvin L. HS
Sociology: Man in Society. Scott, Foresman, 1972.

Downing, A. B. HS
Euthanasia and the Right to Die. Peter Owen, 1969.

Duvall, Evelyn Ruth (Milles) HS/JrH
The Art of Dating. Rev. ed. Assn. Press, c1967

F Ellis, Ella Thorp HS/JrH
Celebrate the Morning. Atheneum, c1972

A teenage girl has difficulty accepting the mental illness of her mother.

F Ellis, Ella Thorp JrH
Where the Road Ends. Atheneum, c1974.

Story of a teenage runaway.

Epstein, Beryl (Williams) JrH
Who Says You Can't? Coward, c1969.

Seven accounts of fighting the "establishment."

Eyerly, Jeannette JrH/Elem.
Several titles by this author deal with values of current interest.

Fader, Daniel HS/JrH
The Naked Children. Macmillan, c1971

Gardner, Martin Elem.
Never Make Fun of a Turtle, My Son. Simon, c1969

Poem show value in accepting differences in others.

Gardner, Richard JrH
The Boys and Girls Book About Divorce. Science House, c1970

Gavian, Ruth Wood JrH
Our Changing Social Order. 5th ed. Heath, c1964.

Gay, Kathlyn JrH
A Family Is For Living. Delacourte, c1972.

Gesell, Arnold Lucius HS/JrH
Infant and Child in the Culture of Today. . . Rev. ed. Harper, c1974

Goffman, Erving HS
Interaction Ritual. Doubleday, 1967

Guthrie, Edwin R. JrH
The Psychology of Human Conflict; the clash of motives within the individual. Beacon (c1938) Reprint, 1970

Haupt, Enid A. HS/JrH
The Seventeen Guide to Your Widening World. Macmillan, c1965

Hentoff, Nat HS/JrH
Several titles by this author deal with values of current interest.

Hersey, John Richard HS/JrH
Several titles by this author deal with values of current interest.

Hettlinger, Richard HS/JrH
Growing Up With Sex. Seabury, c1971

F Holland, Isabelle JrH
Heads You Will, Tails I Lose; a novel. Lippincott, c1973

Overweight girl turns to pill-taking while her mother, facing separation, turns to alcohol.

F Holland, Isabelle HS/JrH
The Man Without a Face. Lippincott, c1972

A sensitive handling of a confused boy and his brief encounter with homosexuality.

Ibsen, Henrik HS
Protest: Man Against Society. Bantam, 1969

Kerr, M. E. JrH
Several titles by this author deal with values of current interest.

Klein, Stanley
The Final Mystery. Doubleday, c1974 JrH

Customs and social views of death.

Krumgold, Joseph JrH/Elem.
Several titles by this author deal with values of current interest.

Langone, John HS/JrH
Death Is a Noun. Little, 1972

F Lee, Mildred HS/JrH
Fog. Seabury, c1972

Emotional experiences including the loss of his father involving a teenage boy.

F Lee, Mildred HS
The Skating Rink. Seabury, 1969

Handicapped youth.

Liston, Robert A. HS/JrH
Several titles by this author deal with values of current interest.

F Lypsyto, Robert HS
The Contender. Harper, 1967

F McCord, Jean JrH
Bitter Is The Hawk's Path. Atheneum, c1971

Short stories of youth.

Mead, Margaret HS/JrH
A Way of Seeing. McCall, c1970

Social conditions in the U.S.

Niebuhr, Reinhold HS
Moral Man and Immoral Society. Scribner's, 1960

O'Dell, Scott HS/JrH/Elem.
Several titles by this author deal with values of current interest.

Ojemann, Ralph H. Elem.
Personality Adjustment of Individual Children. Rev. ed. N.E.A., c1962

E Ormsby, Virginia H. Elem.
What's Wrong with Julio? Lippincott, c1965

Classmates work together toward a solution to Julio's homesickness.

Packard, Vance O. HS/JrH
Several titles by this author deal with values of current interest.

Prather, Hugh HS
Notes to Myself: My struggle to become a person. Real People Press, 1970

Public Affairs Committee JrH
Teen Love, Teen Marriage. Public Affairs Comm., c1966

Reed, Dena. HS/JrH
Success Tips From Young Celebrities. Grosset, c1967

E Scott, Ann Herbert Elem.
Sam. McGraw, c1967

Feeling unwanted and in the way, Sam and his family find new approaches for utilizing his own talents.

Severn, William HS/JrH
The Right to Vote. Washburn, c1972

Sherburne, Zoa HS/JrH
Several titles by this author deal with values of current interest.

Simon, Sidney B. JrH
Values Clarification; a handbook of practical strategies for teachers and students. Hart, c1972

Smith, Sally Liberman HS/JrH
Nobody Said Its Easy; a practical guide to feelings and relationships for young people and their parents. Macmillan, c1965

Snyder, Zilpha Keatley HS/JrH/Elem.
Several titles by this author deal with values of current interest.

Southard, Helen F. HS/JrH
Sex Before Twenty; new answers for young people. Rev. ed. Dutton, c1971

Thum, Gladys HS/JrH
The persuaders: propaganda in war and peace. Atheneum, c1972

Toffler, Alvin HS/JrH
Future Shock. Random, c1970

F Van Leeuwen, Jean, ed. HS/JrH
A Time of Growing. Random, c1967

Short stories of young women facing the turning point from child to adult.

Wier, Ester JrH/Elem.
Several titles by this author deal with values of current interest.

F Windson, Patricia HS/JrH
The Summer Before. Harper, c1973

A teen-ager's slow return to self acceptance after running away to live in a commune and the eventual sudden death of her boyfriend.

Wojciechowska, Maia HS/JrH/Elem.
Several titles by this author deal with values of current interest.

V. Conclusion.

This list is intended only as a starting point to locating materials located in the district. Each teacher may contact the school librarian and the district IIC at Central for further help.

October 1975

TACOMA PUBLIC SCHOOLS

THE ETHICAL QUEST PROJECT
From Leonard Holden,
Evaluator

A PROPOSAL

"THE ETHICAL QUEST IN A DEMOCRATIC SOCIETY" -- PHASE II

SOME ALTERNATIVES OR OPTIONS TO CONSIDER FOR 1980-1981

1. A change in title or name of the program. There is some trend evidence that the terms, "civic, citizenship and/or community" education may be replacing the the use of "moral, ethical, values" education, to label coverage of the same or similar content areas.

2. The scope and involvement in the program. Four possibilities are proposed for consideration.

   A. A Good Program ($35,000 to $50,000).
      Hire a coordinator, full or part-time.
      Work in all three subject areas, i.e., social studies, literature, health.
      Select ten to fifteen schools to focus on.
      Plan to free trained staff to give demonstrations; videotape class sessions.
      Plan to bring participating staff together three or four times a year.
      Invite some consultants to assist with program.
      Evaluate process and product outcomes.

   B. An Adequate Program ($18,000 to $25,000).
      Hire a coordinator of values education inservice activities.
      Work in two subject matter areas, i.e., social studies and health.
      Select six or seven schools to focus on.
      Reduce consultant and paid staff involvement time suggested in "A."
      Depend on literature, guidebooks, films, etc. to carry more of the teacher training load.
      Meet as a group once or twice a year.

   C. A Minimum Program ($10,000 to $15,000).
      Have Helping Teacher assigned part-time to guide program.
      Work in the social studies area only.
      Select three or four schools to focus on.
      Use printed word and film, with occasional helping teacher visitations, as primary methodsof teacher training.
      Make heavy use of materials already developed locally and those materials purchased earlier by the program.

   D. No Formal Values Education Program as Such
      Provide information and printouts through Curriculum and Instruction office or other designated office upon request.
      Encourage staff to continue use of values education skills and materials and to volunteer assistance to other interested staff.
      Distribute widely the bibliography on books, pamphlets, teaching aids and audiovisual materials the district has accumulated in values education.

Note: The Tacoma School District opted to follow Option "D" for the 1980-81 school year, a year of anticipated and actual financial retrenchment.

LWH/5-8-80